5. Visit from Lancaster, Wisconsin career educators to review Consortium activities in Madison, April 5.

6. Involvement of our partner school, Middleton, in Consortium activities.

7. Visits from DeForest and Muscoda centers to the LaFollette career center to examine WOIS in operation.

8. Submission of Memorial Career Center booklet and West EBL packet to DPI for demonstration packet status.

9. Distribution of the Memorial Career Center packet to Consortium members and partner schools.

14. SPECIAL ACTIVITIES

Madison Metropolitan School District continues to place a high priority on destereotyping instructional materials in the areas of race, sex, and social bias. Sophisticated evaluation criteria have been developed and are required to be applied in the selection and evaluation of all instructional materials purchased in support of the basic education program. The materials developed for this evaluation have been shared with numerous school districts. In addition, an overview report was presented at the Houston Conference and since then we have received numerous requests for additional material in this area.

Administrative staff and key instructional staff have been involved in planning the high school study on change in the high school.

Through the Materials Selection Task Force of the East Career Education Leadership Team (CE coordinator, chair), career education materials were continually evaluated during the school year, and about $1,650 worth of materials were purchased from district textbook monies. Annotated lists of recommended materials will be sent to all area schools.

A special program for Chicano students was developed in the Industrial Arts Department at East, with emphasis on basic skills and career development.

Vocational education teachers at East field tested a module on "Eliminating Sex-role Stereotyping in Vocational Education", developed through a federal project grant under the Women's Educational Equity Act. The career coordinator also participated, and recommendations from participants will become part of career education goals at East for the coming school year.

CELT held a special day-long destereotyping workshop for area staff on February 16.

APPENDICES

APPENDIX A	Career Resource Center Brochure, Memorial High School
APPENDIX B	Extended Employment, Title IV Wisconsin Career Education Consortium, High School Summer Projects #5
APPENDIX C	Sample Individual Summer Project Proposal
APPENDIX D	Descriptive Brochure - Business and Education Coordinating Council of Madison
APPENDIX E	Sample Newsletter, Career Education Brochure, and Women's Week Program
APPENDIX F	Sample Materials: Parent Newsletter, Decision Making Information
APPENDIX G	Career Education Leadership Team (CELT) Survey Data
APPENDIX H	EBL (Experience Based Learning) Data and Demonstration Packet
APPENDIX I	Interim Progress Report on the Integration of Career Education Concepts with the Teaching of Basic Skills at the Elementary Level

SPECIAL FEATURES

- Wisconsin Occupation Information System

The WOIS system is a computerized retrieval system which provides students, counselors and instructors with instantaneous access to information about occupations, colleges and trade schools, financial aids and human resources.

- College representative visitations
- Military recruiter visitations
- Audio-visual materials
- Speaker and film programs

Periodically the Center will feature speakers or films regarding future planning, a certain career or college planning.

- Guidance information meetings

The Guidance Department will conduct meetings regarding college selection, college entrance exams, financial aids, employment, future planning and various other topics.

- Your class or group is welcome to use the center. Just reserve the room with the person at the desk in the Center.

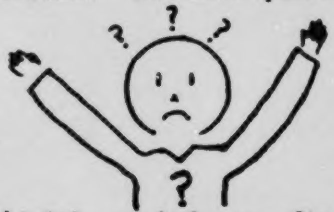
CAREER RESOURCE CENTER

JAMES MADISON MEMORIAL
HIGH SCHOOL
MADISON, WISCONSIN

GUIDANCE DEPARTMENT

APPENDIX A

Questions? You have questions?



We'd like to help you find the answers!

We have information about:

Occupations

College Planning

Apprenticeships

Financial Aids

Military Careers

Vocational and Trade Schools

Foreign Study and Travel

Summer Education and Employment Opportunities

Specialty Majors

College open Houses

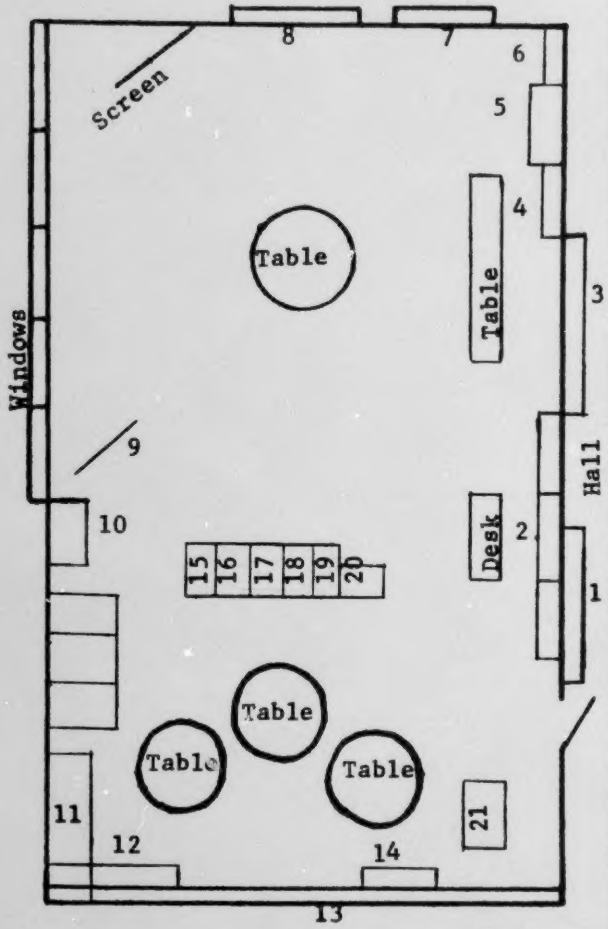
Information for high school course selection and planning

WHERE TO LOOK

Numbered items listed below refer to floor plan at right.

1. Career pamphlet handouts
2. Career books
3. U.S. and Wisconsin maps
4. College Catalogs & Reference Books
5. Private colleges in Wisconsin
6. Trade and Vocational Schools
7. Open House and Financial Aids
8. Wisconsin Colleges - Pamphlets and Bulletins
9. Air Force pamphlets
10. Military information
11. MATC programs
12. Health careers
13. Computer operating directors, college testing, career and summer opportunities information
14. Audio-Visual materials
15. Career pamphlet files
16. Career pamphlet files
17. College pamphlet-Career Journals
18. College, Trade Schools, Financial Aids and Specialty Majors
19. Summer opportunities, OCCU file
20. Career card catalog
21. Computer terminal

Career Center Floor Plan



Hours

Mon-Fri 9:00 - 3:30

At any other time see your counselor.

EXTENDED EMPLOYMENT

TITLE IV WISCONSIN CAREER EDUCATION CONSORTIUM

HIGH SCHOOL SUMMER PROJECTS #5

Project Summary:

A series of short career education projects will be funded by the Title IV WCEC during Summer 1977 at Memorial, East, West, and La Follette High Schools. Gary Sisler, Memorial Guidance Chairperson and Career Coordinator, will direct the overall project and specific programs at Memorial. Career Coordinators Shirley Kaub at East, Dave Olson at West, and Jim Harlan at La Follette, will direct activities at their respective schools.

Funded activities are designed to be brief in duration, to involve a cross section of high school teachers and counselors, and to require of participants specific contributions to the career planning needs of students during the 1977-78 school year. The inter-departmental nature of the projects necessitates summer funding since little time is available for such intensive work during the school year.

At the four high schools we expect a total of 63 teachers, counselors, and administrators to be involved. We will have representations from the following groups or departments: Administration, Guidance, English, Science, Work Experience, Social Studies, Pre-thrust, Mathematics, IMC, Foreign Language, and Special Education.

Projects at West High School will emphasize the career resource center, experience based learning, career decision making mini-courses, a career resource pamphlet, developing a career resource program with University staff, and identifying career needs of gifted and talented students.

East High projects will include involvement of Department Chairpersons in a Career Planning System, the career center, Math survival skills, job seeking skills through English classes, identifying career possibilities for pre-voc thrust program, materials for the less motivated, and career education concepts for Science.

La Follette High School efforts will focus on career units for English, Social Studies, and Foreign Language classes, development of vocational programs for EMR and learning impaired students, and an update of the Madison Job Scene booklet.

Memorial High School projects will include improvement of the English-Guidance Careers units, development of a local Career Education Leadership Team, a pre-thrust careers unit, career center update, career film series, a vocational education career core unit, career units for Social Studies, career checklist development, and a slide-tape presentation on military opportunities.

Total days requested would equal 255 teacher extended employment days total for the four high schools.

Gary R. Sisler
Project Director
April 21, 1977

Ellen Meister
Ellen Meister, East Area Director

Ellen Meister
WCEC Director

Title IV Career Education Projects

Project Dates: June 13-30, 1977
Project Supervisor: Gary Sisler, Memorial
Local Career Coordinator: Gary Sisler, Memorial
Shirley Jane Kaub, East
Dave Olson, West
Jim Harlan, LaFollette
Funding Source: Title IV Wisconsin Career Education Consortium

Project Title: Developing a Career Resource Program with the University of Wisconsin for gifted students

Project Director, Chairperson: Dave Olson/Dave Braunschweig

Participant Names:

Dave Braunschweig

Dave Singstock

Dates of Work: June 20,21,22,23,24

Time of Work: 8:00 A.M. to 2:00 P.M.

Objectives: (list 3 to 5 objectives)

1. Review existing career type programs currently available through the Science Department or other departments at West.
2. Identify key science career areas for expanding field trips to the University and Technical College.
3. Survey the career resources available at the UW-Madison.
4. Identify resources (science) to be tapped at the University and arrange for placement of students (gifted) in experiencial types of learning activities.
5.

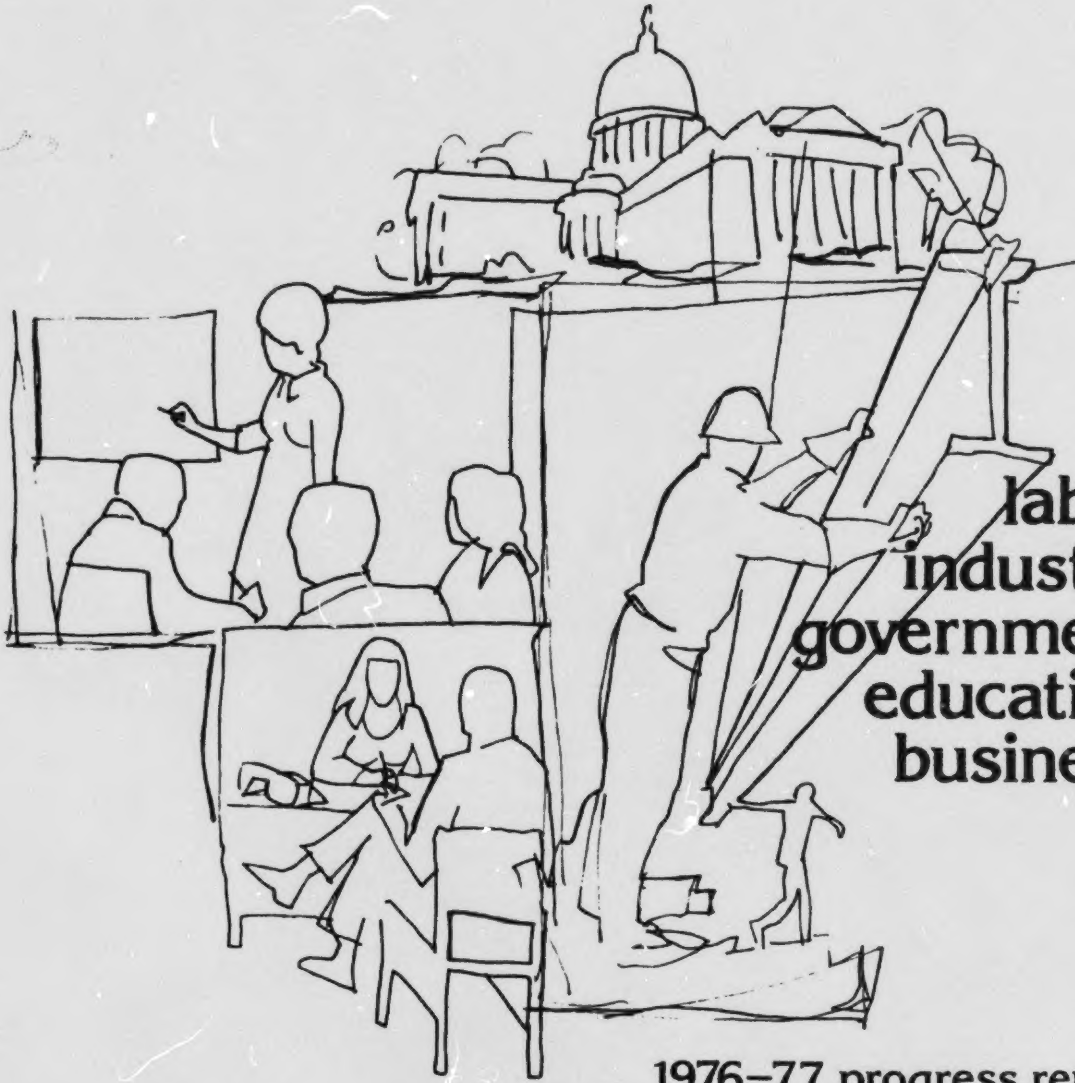
Products expected: Identify at least 3-4 types of career exploration strategies through the University and arrange for fall placement of 10-15 students per subject area, covering Advanced Science Seminar, Chemistry, Physics, and Biology II.

Agenda: Date Time Activity/Product

Activities to be completed in advance of extended employment, i.e., reading, collecting materials, etc. (List on reverse side)

SAMPLE

APPENDIX D



labor
industry
government
education
business

1976–77 progress report

Business and Education Coordinating Council of Madison

WHAT IS BECC?

The Business and Education Coordinating Council (BECC) is a group of individuals representing Madison area business, industry, labor, government and education, looking for ways in which their organizations can work together in a spirit of cooperation, coordination and partnership.

BECC provides a forum for communication between the public and private sectors in an attempt to work in tandem, rather than at random in providing understanding of, direction to, and solutions for educational, social and economic issues in the community.

The Council plans and supports programs that allow interaction between business and education, promotes common goals and forms "educational partnerships." Sharing available resources from both groups, providing an understanding of the American free enterprise system and providing real-life learning opportunities for the youth of Madison, are all established functions of BECC.

OUR HISTORY

BECC emerged from the joint concerns of business people and educators, who had long been working independently toward similar ends.

The Council is an affiliate of the Greater Madison Chamber of Commerce and reflects the Chamber's concern that the public gain a better understanding of the American free enterprise system. Faced with evidence that many individuals are poorly informed about economic issues, business people approached the educational system as its initial public. An Ad Hoc Economic Education Committee was established by the Greater Madison Chamber of Commerce in 1973 as its first step. Not only were educators a primary public for the Economic Committee's concerns, but the educational system provided a logical base for helping to educate the rest of the public about economic issues.

Meanwhile, educators at all levels were concerned about making classroom experiences as relevant to the working world as possible. Since 1973, for example, the Madison Board of Education has highlighted career education and community involvement as district goals. Since then, the Board has continued to express its desire in developing programs which better prepare students for career and educational decisions. The Board is also concerned about helping students apply what they learn in school in the functioning economy.

In February of 1974, the BECC was born. A series of workshops in March dealt with the joint concerns of business and education. At this time, participants identified 91 areas where business and education might work together.

Since that time, BECC has been expanding programs, initiating new ones and continuing to gain support from the educational community as well as the business sector.

Programs implemented since the workshops in 1974 include an annual Business and Society Summer Seminar to help educators better understand the strengths, uniqueness and problems of Madison's economy as well as the nation's at large. The Business and Education Interaction Experience, implemented in 1974, helps educators gain understanding of the Madison community—its business, industry, labor and governmental organizations and operations.

WHY COORDINATE?

Coordinating the efforts of the business and educational communities allows for support of young persons in the career development process. If young people are to function in the business world, they need to understand the role and purpose of the free enterprise system. In turn, educators should know more about the business sector so as to present a fair and unbiased view of our economic system.

Business is usually involved in the educational system to some degree, although it is generally an uncoordinated effort. By focusing the concerns of both sectors, direction is attained and priorities can be assigned.

These coordinated efforts help schools excel in their program of career education while industry becomes involved, helping the youth of today make the transition to the business world. Civic responsibilities are fulfilled and a productive and qualified work force is achieved.

HOW WE HELP EDUCATION

Educators serve a vital purpose in society, by educating and preparing the youth of today to be the citizens of tomorrow. It is, therefore, imperative that educators learn about the economy, its strengths, weaknesses and problems. In this way, educators are able to present a fair and accurate picture of the economy and the role business plays in that economy.

Two programs, to date, have begun to address these very issues. They are:

The Business-Education Interaction Experience which is a series of seminars aimed at helping teachers understand the role business plays in the economy. Fifty businesses and 600 teachers have participated so far in this one-to-one effort.

The Summer Business and Society Seminar is a 35-hour experience in which teachers study the American free enterprise system in detail. Topics discussed are such things as: Economic Foundations in a free society; Blessings and Evils of Profit and Capital accumulation; Competition and Consumer welfare; the Productivity problem and Labor Relations; Environmental and Resource problems; Inflation, Recession and Monetary supply; the Corporate merger movement and Big vs. Small Business, as well as others. This program is in its fourth successful year. To date, 91 teachers have participated and over 80 business people have contributed to the individual sessions.

HOW WE HELP BUSINESS

Through the organized efforts of BECC, business is able to learn a great deal from the educational community.

1) Participation in the programs of BECC enables businesses to be exposed to programs existing in the school system.

2) Business men and women are often being contacted to act as a resource in actual classroom and instructional programs. This allows for first-hand experience for both business and students alike.

3) Working closely with youth allows business to understand changing values and ways of working better with the future leaders of tomorrow.

4) Programs such as Business-Education interaction and visitations as well as seminars and workshops provide continuous interaction which is essential for ongoing success.

WHAT SUPPORT IS NEEDED?

Joint participation by business and education in the greater Madison area is encouraged in order to achieve improved quality and added growth in the program.

The size of your business or school is not important, rather your assistance in sharing expertise, cooperating in existing programs and providing new avenues and ideas for programs are all areas in which BECC is looking for assistance.

Involvement in BECC can be as limited or involved as you like. You can serve in an individual capacity, sit on a standing or ad hoc committee or become a member of the Council. Through these efforts, you may contribute to the planning, developing or implementing of a program as well as lending your support once the program is established. Consider the benefits to your business, your classroom and your community and then contact the Greater Madison Chamber of Commerce, 256-8348; or the Madison Metropolitan School District, 266-6220.

OUR OBJECTIVES

Five major objectives have been drafted by the BECC. Realistic goals have been set for their completion with several objectives making a great deal of progress. They are:

1) To join together, where possible, the efforts and resources of business, education, government and labor to assure youth from the greater Madison area a fair and unbiased interpretation of the American free enterprise system. The summer Business and Society seminars have made great strides toward accomplishing this goal.

2) To encourage realistic career development and decision-making for all students, and where possible, to support them in becoming effective participants in our social and economic systems. A program in the development stages would allow talented high school students to take part in a short-term program of study on an unpaid internship basis in a career location within the community.

3) To provide an avenue of mutual cooperation so that business, education, labor and government can utilize the technology and first-hand experience of one another. The Business-Education Interaction Experience and the proposed Business and Community Resource Directory are both examples of this objective at work.

4) To support programs which accord equal status to all forms of continuing education. Representatives from the Madison Area Technical College, Madison General Hospital and the University of Wisconsin all sit on the Council.

5) To develop plans and programs explaining the American free enterprise system and the role business plays in our society for other publics such as employees, consumers, community thought leaders, government, and the general public. A Speakers Bureau has recently been implemented to spread the goals and programs of BECC.

OUR COUNCIL • • • • • • • • • • • • • •

The BECC Council is made up of a board of 15 members, ten representing business and five from education, including three officers. In addition, there are a number of committees to allow additional participation by business.

Board members serve three-year terms and meet monthly to promote the goals and objectives of the Council.

Membership is open to Madison area business people (labor, government, business and industry) and educators representing all segments of the educational community. Direct participation in the programs of the Council consists of contribution of personal service or the donation of monies or goods.

The current Board is made up of the following people:

OFFICERS:

Les Ramiker *(Chairperson)*
Vice-President of Underwriters
American Family Insurance

Dr. Ellen Meister *(Vice-Chairperson)*
Madison Metropolitan School
District K-12 East Area Director

Dale Nordeen *(Vice-Chairperson, Finance)*
President
First Federal Savings & Loan

BOARD OF DIRECTORS:

Marvin Brickson — *President & Executive Secretary, Madison Federation of Labor, AFL-CIO*

Mary Craye — *Vice-President & Personnel Director, First Wisconsin National Bank*

Dr. Donald Hafeman — *Assistant Superintendent for Instruction, Madison Metropolitan School District*

Sam Jacobson — *President, PDQ Corporation*

Paul Link — *Senior Internal Auditor, Wisconsin Power & Light*

Terri Potter — *Associate Administrator, Madison General Hospital*

James Schnitzler — *Vice-President of Manufacturing, Dairy Equipment Company*

John Spohn — *Vice-President & East Central Regional Manager, Oscar Mayer & Company*

Glenn Thompson — *Coordinator, Cooperative Educational Service Agency*

Dr. Jon Udell — *Irwin Maier Professor of Business, Graduate School of Business*

Dean Wessels — *Assistant Director Instructional Services, Madison Area Technical College*

Carl Wettengel — *Retired State Administrator*

OUR THANKS

This is our fourth year of working collaboratively with the business and education sectors of the greater Madison community. Over 600 teachers have directly participated in one or more programs sponsored by the Business and Education Coordinating Council. Over 100 business firms have provided personnel and expertise in helping education gain a better understanding of the Madison economic scene. On several occasions, both the Madison Metropolitan School District Board of Education and the Greater Madison Chamber of Commerce Board of Directors have recognized the work of the Council and the impact it is having on expanding communications between the two sectors.

For further information contact:
Greater Madison Chamber of Commerce
615 E. Washington Ave., P.O. Box 71
Madison, WI 53701
PHONE: 608-256-8348
Robert W. Brennan, President

Madison Metropolitan School District
545 W. Dayton St.
Madison, WI 53703
PHONE: 608-266-6230
Douglas Ritchie, Superintendent

BECC members are interested in working jointly with similar organizations. (l. to r. — Ellen Meister, BECC Vice Chairperson and Madison Metropolitan School District East Area Director; John Bolles, Junior Achievement Pres.; Bob Brennan, Greater Madison Chamber of Commerce President)

BECC members from business and labor work effectively together. (l. to r. — Dale Nordeen, President, First Federal Savings & Loan Assoc.; Mary Graye, Vice Pres. & Pers. Dir., First Wis. National Bank; Paul Link, Senior Internal Auditor, Wis. Power & Light Co.; Marv Brickson, Pres. & Exec. Secy., AFL-CIO)

Education plays an important role in the goals of BECC. (l. to r. — Doug Ray, Continuing Education Services; Don Hafeman, Assistant Supt. of Schools; Terri Potter, Assoc. Admin., Madison General Hospital; Dean Wessels, Assistant Dir. of Instructional Services, Madison Area Technical College)

Teachers and Department Chairperson involved in a pilot project for economic education at LaFollette High School. (l. to r. — Dave Parker, Social Studies Chairperson, and Social Studies teachers Gene Finley, Dick Norene, Lowell Bakken and Al Schroeder)

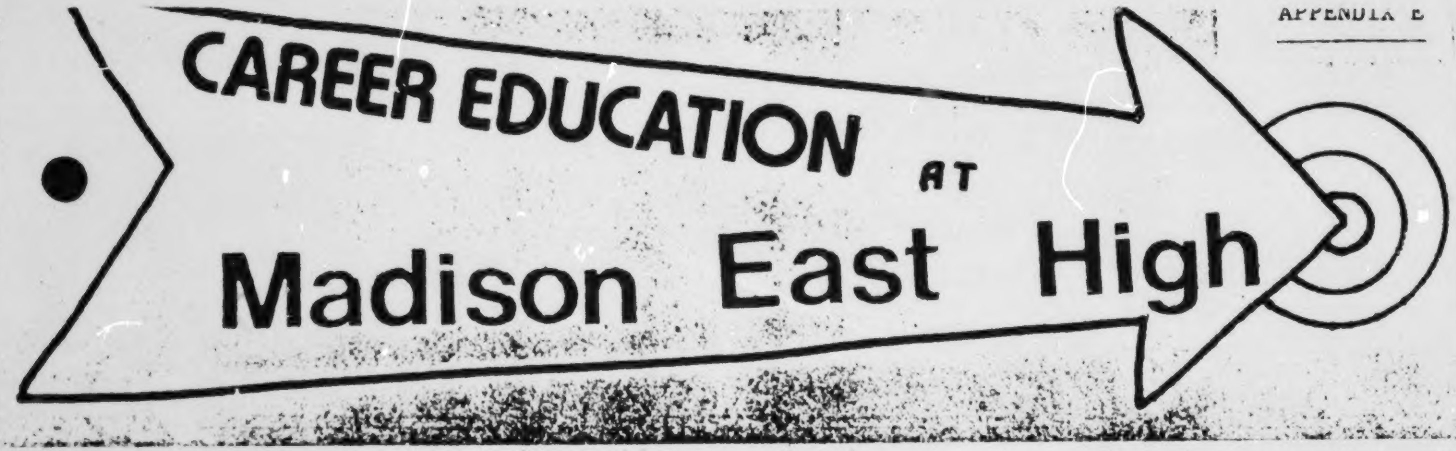
BECC Coordinator Rocky Kasmiskie discusses possible program with Memorial High School principal, Dick Schaefer.

RECYCLING
1
2
3
4
RECYCLING LOG
Sign up here

The Teachers' Workshop provides a productive, yet relaxed environment for Madison area teachers to meet and share thoughts and projects with each other. Here, teachers examine the Recycling Center, a central gathering place for manufacturers' rejects and surplus.

Teachers listen intently during a session of the annual summer "Business and Society Seminar."

APPENDIX E



CAREER EDUCATION AT Madison East High

HOW EAST HIGH VIEWS CAREER EDUCATION

CAREER CENTER

IMPACT OF CAREER EDUCATION ON THE SCHOOL PROGRAM

COMMUNITY INVOLVEMENT IN CAREER EDUCATION

WHY CAREER EDUCATION IS NEEDED AT EAST HIGH

ORGANIZATION OF CAREER EDUCATION PROGRAM

CAREER EDUCATION MATERIALS PRODUCED AT EAST HIGH

THE FUTURE OF CAREER EDUCATION

For complete brochure write to Shirley Jane Kaub
Madison East High School
2222 E Washington Avenue
Madison, WI 53704

CS NEWS

September, 1976
II, 1

SENIOR CAREER MONTH HELD AT EAST

September 6 through October 7 has been designated as Senior Career Month at East. One goal expressed by Art Nelson, Guidance Department chairperson, is that every senior have the opportunity during the month to use the computer terminal in the Career Center. A new senior survey also has been developed, which it is hoped can b expanded later to include the junior class. Seniors will be asked through their homerooms to indicate career choices and training courses/colleges in which they are interested. Responses will be filed, and individual students will be notified throughout the year when appropriate resource persons come to East or when other pertinent activities such as field trips are available. A new form has been developed for teachers to report career activities in their classes which they would be willing to open to other interested students. Senior Career Month will culminate in Senior Career Days, October 6 and 7.

DR. MEISTER KEYNOTER SENIOR CAREER DAYS

Ellen Meister, newly appointed Director of the East Area, will speak to the senio convocation at 8:30, Thursday, October 7, in the Margaret Williams Theatre. Dr. Meister was Career Coordinator for the Madison Public Schools and was instrumental in founding the East Area Career Education Leadership Team (CELT), the first such team in the Madison district.

Following the general meeting, students will attend three small group presentations, which will be chosen from about 30 possibilities. At 10:15 the Fieldhouse will be open for the Career Education Expo, at which students may circulate among about 50 representatives from colleges and other post-high school courses. Many of the small-group presenters will also remain to answer questions and talk informall with interested students.

On Wednesday, October 6, members of the Guidance Department will give background presentations to seniors in decision-making classes. All seniors may attend these sessions during free hours, and will be excused from regular classes on Thursday morning for all activities.

ROOM 122 "CAREER CENTER"

One of the most exciting accomplishments of the summer was the work Art Nelson an Ted Callis did in Room 122. All staff members are urged to visit the Career Center, which now contains many brochures on specific occupations, training programs, and colleges. The occupational files also contain material filed according to D.O.T. categories. Many other career references are also available to students and teache The computer terminal, connected to the Wisconsin Occupational Information System (WOIS), is still located in the Career Center and will have a greatly expanded potential, as outlined in another story. Counselor-aide Pat Waldren is in the Career Center to assist students in using the computer terminal and other resources. She is at East Monday, Wednesday and Thursday afternoons and all day Tuesdays.

CAREER COMPUTER FILES ARE EXPANDED

Early in October career information available through the computer terminal located in the Career Center (Room 122) will be expanded to include a national occupation file, scholarship information for colleges, a more reliable two-year college and vocational training file, Wisconsin job information, and a human resource file. The latter will furnish the names of persons who may be contacted for information about particular career choices. This resource is similar to that already available at East High through the Faculty Directory, published last year by the Career Education Committee.

CAREER EDUCATION CONTINUES DURING SUMMER

Several department chairpersons met during the summer to summarize the past year's work in career education and to formulate plans and objectives for this year. Copies of the summaries and goals are available to anyone interested.

In June eleven staff members attended a two-day district workshop on "The Future Role of the High School Program in Supporting the Career Planning Needs of Young People". Participants included Eleanor Bowden, Art Nelson, Ted Callis, Barbara Hamilton, Sharon Glasrud, Friebert Dems, Lula Margetic, Judy Watson, Shirley Jane Kaub, John Strother and Douglas Mullen.

Curriculum work on infusing Career Education into specific subject areas was carried on in the English and Social Studies Departments. Sharon Glasrud searched basic textbooks used in English/Social Studies 10-4 for stories that would be applicable to career goals involving life style and/or leisure activities. A search was also made for films that could be used as part of a leisure-time activities unit. Last year the English Department selected Wisconsin Concept 11 ("Occupation and lifestyle are interrelated") as the focal point in infusing Career Education with the English curriculum during the school years 1975-76 and 1976-77.

In the Social Studies Department Vern Belisle and Shirley Jane Kaub worked on a tabulation of Career Education emphases and strategies used in all social studies classes. Career Education materials available at East were tentatively listed at the various grade levels. In addition, a "career planning model" was developed as an alternative mode for viewing career concepts within the social studies structure. In this developmental model various phases of Career Education are introduced sequentially and progressively build upon each other.

The emphasis during this school year is on implementation of concepts. Department materials developed during the summer have been reproduced and will be presented and distributed during department meetings.

EAST TO PARTICIPATE IN NATIONAL SURVEY

The Madison School District has been invited to participate in a national evaluation of Career Education, one of 15 districts in the nation to take part. Plans call for testing about 300 students each at grades 5, 8 and 11. Local teachers and support staff have been involved with the National Testing Service in considering the evaluation design and data collection process. It is planned to survey one cluster of five eleventh-grade homerooms at East; the evaluation instrument will be administered Thursday morning, September 30, according to present plans.

CE COMMITTEE PLANS YEAR'S ACTIVITIES

Goals of the East Career Education Committee for the current school year include support of Senior Career Days and other special activities, liaison with individual departments, and revision of the Faculty Directory. The Committee held its first meeting on Thursday, September 16, but any staff members unable to attend are still welcome to become members.

CAREER EDUCATION MATERIALS MADE AVAILABLE

The CELT Materials Selection Taskforce has applied for and received textbook monies which it will distribute to individual schools demonstrating a need for materials. A preliminary application form must be submitted by October 15. If any staff members know of Career Education materials which they would like to use in classes or to recommend for the Career Corner, they should give the information to the Career Education Coordinator. This year a monthly class set of Career World is being received by East High. It is available to any teacher requesting it; a summary of the contents will be made in the daily notices to any teacher requesting it; a summary of the contents will be made in the daily notices as each issue arrives.

Shirley Jane Kaub
Career Education Coordinator

CE NEWS

'WOMEN'S WEEK MARCH 14-18

East High School
Madison, WI
March 14, 1977
II, 6

ABRAHAMSON TO BE FEATURED SPEAKER

The Honorable Shirley Abrahamson, first woman justice of the Wisconsin Supreme Court, will be one of the notable persons speaking at East High's second annual Women's Week. Abrahamson will speak in the Margaret Williams Theatre second period on Thursday. In addition to describing some of the procedures of the working court, she will discuss ways in which various areas of the law discriminate against either sex. She is a prominent member of the bar and formerly on the faculty of the University of Wisconsin Law School.

On Friday during the third period, State Representative Midge Miller will speak in the theatre. In her topic "Women in Public Life," Miller will discuss such questions as why women should enter public life, are they prepared to assume positions of power, and what obstacles they face.

Teachers are being encouraged to bring their classes to hear the various presentations. Students may also attend during free hours or may make arrangements with teachers to attend sessions in which they are especially interested. Special panel and discussions will be presented for four days.

At 8:15 on Tuesday a panel of students, with the help of Mary Maxwell, will discuss "The Double Standard: How It Affects Teenagers." They will address such questions as: Are young men and women treated differently in schools, in jobs, socially, in the justice system? What sexist practices are there in school? How do new roles for women affect daily students' daily lives?

Two presentations will concern the career area more directly. On Thursday during the seventh period in the Barrett Room, Prof. Lois Greenfield, University of Wisconsin School of Engineering, will discuss "Engineering-A Career For Women?" During the third hour on Friday a slide presentation and discussion of "Non-traditional Roles for Women: Skilled Trades" will be presented in the Randle Room. Speakers will be Andrea Graf, Director, Skilled Jobs for Women and Gloria Geiger, Apprenticeship Division, DILHR.

Other features of Women's Week will include Assertiveness Training on Thursday and Friday, under the direction of Jan Wucherpfennig, and daily films in the Forum. Individual departments are being encouraged to recognize Women's Week in their specific areas.

AMELIA EARHART AND CAREER EDUCATION

Amelia Earhart was telling young women over forty years ago, "A girl must nowadays believe completely in herself as an individual." In 1935 she was invited by the president of Purdue University to become a visiting faculty member. AE's suggestion to the women there was to identify themselves with some form of economic activity--jobs they wanted to do. They should, she advised, measure themselves against others who were earning a living, find out why they were taking particular subjects of study, and convince themselves of the importance of work given women as well as men. "For women had an equal need with men for the mental stimulation, the feeling of accomplishment and the economic independence...." (George Palmer Putnam, Soaring Wings, (Harcourt, Brace, 1939), p. 248)

WOMEN SCIENTISTS AND ENGINEERS INCREASE

For the second year in a row the number of women employed full-time as scientists and engineers by universities and colleges increased by 5 per cent, according to a report released by the National Science Foundation. In January, 1976 35,900 women were so employed. Men totaled 194,600 in 1976, with a 2 per cent rate of increase.

FRIDAY, MARCH 18, IS DEADLINE FOR CAREER EDUCATION REQUESTS UNDER PMS PROCESS

SEX-STEREOTYPING WORKSHOP A SUCCESS

Positive reactions to the CELT de-stereotyping workshop indicated a productive day for the twenty-five participants. Staff members from East who attended included Mary Maxwell, Perry Juenemann, Adrienne Cameron, Audrey Lehman, Estelle Goldenberg, Doug Mullen, and Shirley Jane Kaub. Held on February 16, the workshop made its objective the increased awareness of the staff in regard to stereotyping, particularly in the area of career attitudes.

The featured speaker of the day was Ellen Meister, East Area Director and formerly district Career Education Coordinator, who spoke on "Why We Are Concerned." Dr. Meister cited statistics illustrating the financial results for females of sex stereotyping in career attitudes. Such data include the facts that 95% of women earn less than men with the same qualifications; and indeed, that the differential between employed men and women is widening. In 1955 men were earning about 56.4% more than women, while in 1974 they earned 74.8% more. The average earning of women were $6,772 in 1974 compared to $11,835 for men. It was also stressed that women work because they must. Nearly one-half of women working are single, widowed, divorced, separated, or have husbands earning less than $3,900 a year.

John Chapin, former East staff member also presented an analysis of East Area student surveys reflecting attitudes and predispositions on sex roles and expectations. The data show clearly that self-concept and expectations are significantly lower among girls than boys.

Other activities of the day included viewing the film We Are Women: "A Look at Materials," conducted by Ruth Gudinas and including a "hands on" analysis of several pieces of career education material and a presentation by Rod and Coletta Bina, who share a teaching position at Shabazz.

Women's activities at East--Women's Week, "Not for Women Only" class, Women's Career Council--will be featured in this week's Staff News.

GIRLS RECOMMENDED FOR MANAGEMENT PROGRAM

Three East High women have been recommended for consideration for the Careers in Management for Women summer program at Michigan Tech University. Sue Coleman, Jean Campbell and Colleen Conway will be sent application forms for the program to be held June 19-24. If the applicant is accepted, the entire program costs will be covered, the only cost to the individual being travel to and from Houghton. Participants are selected competitively, based on a strong background in math and science and involvement in extra-curricular activities.

RESOURCE PERSONS APPEAR AT EAST

In addition to resource persons appearing during Women's Week, four women spoke on opportunities in bi-lingual positions on Feb. 10. Dory Cole, CUNA Mutual; Judy Ross, Middleton Library; Sandy Pfahler, Memorial Library; Juanita Villalobos Standish, Job Service talked informally to a large number of students in the Foreign Language IMC and during the following period participated in a panel discussion in the Barrett Room. On the same day Steve Minor from the Telephone Company brought a film from the Telephone Company and participated in a discussion with the Not For Women Only class on non-stereotypic jobs. Jan Wucherpfenig, PMS social worker, presented a mini-course in assertiveness training to the same class and to a Family Life class. Officer Betsey Alberts of the Madison Police Dept. talked to the Women's class last week.

WOMEN WANTED FOR SKILLED JOBS

Do you know that several agencies in this area are working to help women enter skilled trades, up to now a non-stereotypic field for women? Janna Pederson, of the Skilled Jobs for Women program, is concerned with giving girls information about them. Because of affirmative action programs, women often find unusual opportunities. Math and drafting are useful high school courses for background, as well as other industrial arts courses. How do we inform girls of these opportunities? Ms. Pederson would be willing to speak to groups, classes, or clusters. If you have ideas or requests, see Shirley Jane Kaub.

Shirley Jane Kaub
Career Education Coordinator

CE NEWS

Madison, WI, East High
May, 1977, II, 8

CAREER EDUCATION CONTINUES THIS SUMMER

Nineteen staff members will work on Career Education under extended employment contracts this summer. Funding is by the Wisconsin Career Education Consortium. Department chairpersons Bob Brill, Tom Ellenbecker, Don Horn, Shirley Jane Kaub, and Alice Mielcarek will meet Wednesday morning, June 15, at East to discuss activities in Career Education during the past year and to set departmental and school goals for 1977-78.

Rolf Mjaanes and Donna Calvert will work on constructing a detailed unit for English 10 in job-finding skills, including both written and oral applications. They will also contact persons in the business sector to act as resources during the teaching of the unit. Objectives of the unit will be tied in with East departmental goals. Another departmental project is the revision of the Math Survival Skills Test by four members of the math department, Al Frawley, Elinor Gbedey, Marv Richter, and Stephen Lang. They will also start to develop materials for a math survival skills course. For the science department, Jim Schmidt will complete the tabulation of the science department survey. If possible, he will also look at possibilities in Career Education especially geared to minorities and at increased opportunities for coordination with the Guidance Department.

Special programs will also receive attention. Dan Davis, Bruce Piddington, and Vern Belisle will work on modification of the English/social studies 10-6 bloc to enrich the Career Education emphasis and to add flexibility. Sharon Glasrud will explore resources in acquainting English 10-4 students with suitable and available jobs.

In the area of support services, Art Nelson and Ted Callis will work to enlarge and improve the Career Center (122), while Eleanor Bowden will act as a resource to other projects and work to improve the IMC Career Corner.

Both activities also reflect a concern and principal goal of the East High Career Education Committee: to increase use of CE materials currently held by both students and staff.

****

About $270 of additional staff requests for CE materials were met through funds not used for extended employment.

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JOB-FINDING COURSE USES MANY RESOURCES

The job-finding mini-course taught by Dan Davis was climaxed by interviews of students conducted by Wanda Warner, MMPS Employee Services, Ruth Zellmer of the city personnel service, and two representatives from Professional Careers. In an introduction to the interview, Dan did all things "wrong" in a simulated interview with Betty Scott. Military representatives have appeared in the class, with arrangements made by Ted Callis; and Harvey Bluschke, head of the apprenticeship program at MATC, gave a presentation arranged by Audrey Lehman. Staff members who have taught the class include Tom Abel and Shirley Jane Kaub, and Counselors Don Duppler and Art Nelson have given assistance.

One of the final activities of the course was individual field trips arranged by the students themselves.

PARENT/STUDENT SWAP DAY HELD IN OREGON

For three Tuesdays this semester, participating Oregon (Wis.) high school students went to their parents' jobs while the parents attended classes. The Parent/Student Swap Day had a double objective: providing an opportunity for parents to learn about their children's high school program and for students to learn about their parents' jobs and other facets of business and industry. A total of 87 parents participated.

VOCATIONAL STAFF TAKES WORKSHOP

Eleven members of the vocational staff at East recently participated in a workshop titled "Eliminating Sex-Role Stereotyping in Vocational Education". The purpose of the workshop was to field-test one of three inservice modules developed through a federal project grant under the Women's Educational Equity Act, supported by the Wisconsin DPI. Objectives of this module were: 1) to focus attention on attitudes about men's work and women's work; 2) to conceptualize one's images of "non-traditional" work for women and men; 3) to develop awareness of personality characteristics associated with traditional work for men and non-traditional work for women. The group discussed ways to encourage students to explore non-traditional occupations.

Teachers who participated were Gil Bloom, Bob Brockel, Tom Abel, Cheryl Ziegler, Judy Watson, Norb Kaczmarek, Eleanor Rhinehart, Jan Deadman, Estelle Goldenberg, Betty Scott, and Carol Durand. The trainer was LVEC Audrey Lehman.

MEETING FOR WOMEN SET FOR JUNE 3 - 5

One of the Meetings for Women being held in every state and territory this year will be in Madison June 3-5, sponsored by the Wisconsin International Women's Year Coordinating Committee. A member of the Committee is Carol Toussaint, East High parent, speaker at NHS induction ceremonies, former National Vice President of the League of Women Voters. The conference here will begin with registration and opening session on Friday evening. On Saturday, June 4, over 70 workshops will be held at MATC in the clusters of employment, education, family life, health, and overviews of women's issues. Mary Maxwell, East High School social worker, is a member of a panel "Remember Your High School Days?" scheduled from 4:30 to 6; Shirley Jane Kaub, Career Education Coordinator, will participate in a sectional titled "What is 'Women's Studies'?" from 2:30 to 4. The meeting is open to all Wisconsin residents. Registration, including reservation at the Saturday noon luncheon at the Edgewater, is $5. For advance registration or information, write to IWY Wisconsin Meeting for Women, 30 W. Mifflin Street, Room 210.

RECOMMENDATIONS FOR ADOLESCENT EDUCATION

The final report of the National Panel on High School and Adolescent Education, a book titled The Education of Adolescents, includes the following recommendations:

--integrate schooling with the life of the community
--treat adolescents as responsible members of society
--include adolescents in the decision-making processes of community life

Sound like Career Education? (The book is available from the U.S. Government Printing Office for $2.15.)

EBL PROGRAM FUNDED AT FOND DU LAC

The federally-funded Experience-Based Career Education Program (EBCE) has been in full gear at Fond du Lac since January. It involves 61 students and more than 70 businesses and industries. After self-assessment, a student chooses three careers for exploration, then -- with the help of a placement counselor -- is placed with a resource person whose business or industry has a job opening in the chosen area. The student works with the resource person four days a week during business hours. The fifth day is spent with a learning coordinator on the academic program, which is individually tailored for each student; work with the coordinator is done on a one-to-one basis in five subject areas (natural science, social science, math, English/communication, and career education). All academic work is related to the career experience. In the work area some students gain actually hands-on experience while others are limited largely to observation.

HAPPY SUMMER -- whether you spend your time at leisure, at work or in continuing education! All are part of your career development

Shirley Jane Kaub
Career Education Coordinator

PLEASE READ AND POST

COME ONE

WOMEN'S WEEK

COME ALL

"New Roles for Women"
March 14 - 18

SPECIAL EVENTS — DAY BY DAY. COME DURING YOUR FREE PERIOD! COME WITH CLASSES! MAKE SPECIAL ARRANGEMENTS WITH TEACHERS TO ATTEND IF YOU'RE ESPECIALLY INTERESTED!

MONDAY March 14	Film in the Forum: We Are Woman	Periods 5,6
TUESDAY March 15	Student panel: "The Double Standard: How It Affects Teenagers" Hear your fellow students discuss how the "double standard" affects them and you socially, in school, in jobs. Give your own opinions!	Period 5 (8:15) Randle Room
	Film in the Forum: Accomplished Women	Period 6 (9:25)
WEDNESDAY March 16	Film in the Forum. Take this Woman	Periods 5,6
THURSDAY March 17	Ms. Justice Shirley Abrahamson: Women in Leadership Roles. Your chance to hear the first women justice of the Wisconsin Supreme Court! Hear about the workings of the Supreme Court from her point of view, how men and women can share jobs, ways in which the law discriminates against men and women. Ask questions about the law.	Period 2 Margaret Williams Theatre
	Assertiveness Training — sign up for one or two sessions — by arrangement.	Period 4 Barrett Room
	Film in the Forum: Looking at Tomorrow: What Will You Choose?	Periods 5,6
	Prof. Lois Greenfield: "Engineering — Career for Women?" U.W. professor of engineering talks about engineering as a profession and opportunities, advantages and disadvantages, for women.	Period 7 Barrett Room
FRIDAY March 18	State Representative Midge Miller: "Women in Public Life". Hear one of the outstanding women in state government discuss why women should enter public life, what obstacles they face, what they can contribute. Introduced by East Asst. Principal Darlene Hancock.	Period 3 Margaret Williams Theatre
	"Non-traditional Roles for Women: Skilled Trades (slide presentation and discussion). What changes for women are there in the Madison area in the skilled trades? What high school courses should you be thinking about to get ready? Advantages (higher pay)?	Period 3 Randle Room
	Assertiveness Training	Period 4 Barrett Room
	Film in the Forum: Never Underestimate the Power of a Woman	Periods 5,6

APPENDIX F

EAST SENIOR HIGH
Parent Newsletter

2222 East Washington Avenue Madison, Wisconsin 53704

MAY 1977

"NATIONAL HONOR SOCIETY INDUCTION HELD MAY 11"

East High School's annual induction ceremony for the East High Chapter of the National Honor Society was held May 11, 1977, in the Margaret Williams Theatre. The ceremony was followed by a reception in the school cafeteria for former and new members and their parents.

To be eligible for membership consideration, juniors must have a cumulative grade average of 3.4 and seniors must have a 3.2 grade average. Additionally, potential members must meet high standards in leadership, service, and character.

National Honor Society's current members: Carolyn Bolz, Ann Bridge, Sue Coleman, Julie Cota, Jane Dwyer, Brenda Lawton, Kristi Lea, Don Meland, Ardienne Morgan, Jeanne Nelson, Linda Ramthum, Robin Ross, Betsy Ryder, Julie Schmidt, Elizabeth Skonie, and Brad Whitford worked on organizing the evening, furnished the refreshments, and invited Mrs. Carol Toussaint to be the speaker for the ceremony.

The new members are: Juniors: Jim Anderson, Clive Charles, Amy Chatterton, Michael Denman, Mark Dwyer, Teresa Elskamp, Samuel Hokin, Dewey Johnson, Vicki Karns, Prederic Kluth, Kristin Kolb, Ann Konkel, Jan Martinson, Doug McKaig, Patrica Newman, Sari Penfield, David Robertstad, Barbara Robinson, Diane Stutika, Karin Swenson, Todd Toussaint, Brian White, Lisa Zanoni.

Seniors: Joseph Ambrosavage, Anton Arneson, Thomas Ayen, David Blank, Lisa Callis, Jean Campbell, Helen Crary, Edith Czerepinski, Geralyn Daggett, Daniel DeGroot, Janice DeWeese, Julianne Driscoll, Marianne Egerstrand, Terri Femrite, Vicky Grueneberg, Mark Hahn, Kim Hauge, Frederick Heidt, Donna Hilgendorf, Dennis Kittel, Shirley Knuteson, Janet Krause, John Kuehni, Mark Lokken, Martha Lovett, Kathleen McGinnity, Jill Meisekothen, David Middleton, Kim Oros, Ann Peterson, Robert Reul, Diane Riddiough, Vicki Schott, Christian Schubring, Cheryl Schulenberg, David Sletten, Andrew Steil, Connie Stewart, Judy Stoffel, Melody Tyler, Peggy Ushman, Carol Wehrmann, Julie Werlein.

AWARD

Two former East High School students win the Theodore Herfurth Award at the University of Wisconsin.

The Theodore Herfurth Award is granted each year to a senior man and woman who has displayed a high degree of initiative and efficiency during their college career. This year two former East High School students ranked very high in the final standings. Lu Ann Myer, Class of '73, placed second among all university women, while Jane Homburg, Class of '73, finished among the top eight finalists. The candidates for this award are nominated by faculty members and student organizations. The criteria for selection are:

For Scholarship	30%
For degree of self support	20%
For significance of extracurricular activities	20%
Four demonstrated skill in spoken communication	30%

Personal integrity, the spirit of service, and constructive leadership are of primary importance. Since the University of Wisconsin is a large university and there are many people eligible for consideration, the Theodore Herfurth Award is a very high honor. The East High School community is indeed proud of Lu Ann and Jane for this very high honor.

Dale Watt, Principal

CAREER EDUCATION ACTIVITIES FOR SPRING, SUMMER

About ninety juniors participated on May 12 in a post-test in understanding Career Education concpets. This activity completed the project begun last fall with a pre-test. Madison is one of 15 school districts in the nation participating in a Career Education Evaluation Project at the invitation of the U.S. Office of Education. A principal, guidance counselors, and teachers involved with eleventh-grade students also completed the survey forms.

About $1750 has been expended this spring on materials in Career Education for East High. Some of the funding was through textbook funds, with the CELT Materials Selection Taskforce doing evaluations and making recommendations. Other monies were made available through CE funded projects, with teachers and counselors making requests for needed items.

Eighteen East High staff members will have a total of 60 days' extended employment in June through funding by the Wisconsin Career Education Consortium. Projects in curriculum development will include revising the Math Survival Skills Test, teaching job skills in tenth-grade English, identifying career possibilities for Pre-Voc Thrust students, developing materials for English Social Studies 10-6, and infusing Career Education concepts into the science department. Department chairpersons will also meet to assess goals for the current and next school years, and work will continue on the Career Center.

Staff members in the East Area will also have the opportunity this summer to take part in an "interaction experience" with East Rotary Club members. A teacher and a Rotarian will be matched on common interests, and the team will meet for lunch and for an afternoon of interaction in the employment setting of the host. In the fall the teacher will arrange with his team partner opportunities to visit classes at East. Purposes of the plan are to develop and expand communication links between Madison teachers and business and professional people and to gain a greater awareness of the East Madison employment community in order to relate this to the learning experiences of East Madison young people.

Shirley Jane Kaub
Career Education Coordinator

UPDATE–COOPERATIVE OFFICE EDUCATION

Twenty-seven students are completing a very successful year--they are the 16 girls and 1 boy who have been working in local business offices every weekday afternoon while attending classes every morning. This group is part of the Cooperatvie Office Education Program.

This year, students were placed at Hobart Sales & Service, Madison Kipp, Security Marine Bank, East Madison Clinic, the State of Wisconsin, CMI Investment Corp., L & L Pizza Crusts, the City of Madison, National Guardian Life, Madison Teachers, Inc., Durand Insurance, Brown's Book Store, Affiliated Bank of Madison, Sears–Easttowne, American Family, First Federal, and the Madison Metropolitan School District. They received school credit for their on-the-job training in addition to an hourly wage. The experience gained in these offices under the guidance of an assigned supervisor is invaluable. With this head start, these people will be able to secure better jobs upon graduation from East. Their confidence has increased; their skills have improved; they are on the road to success and a rewarding life.

Recently, the Office Education students hosted their bosses at an appreciation banquet. There were 85 people present. Funds were raised in various ways by the class in order to pay for this rewarding evening.

We are convinced that cooperation between business and school is essential for teaching current office proceudres. We are grateful for the participation of these business this year and hope the number will increase with every year.

If you feel your child's future includes an office career, encourage him/her to enroll in Cooperative Education. Contact me for more information

Estelle Goldenberg
Teacher-Coordinator

1977 SCHOOL REGISTRATION SCHEDULE

The following is the fall registration schedule for the 1977-78 school year.

HIGH SCHOOLS

Last names beginning A – M . 9:00 a.m.-11:30 a.m.
Last names beginning N – Z . 1:00 p.m.-3:30 p.m.

Monday, Aug. 15. . . .	All students new to Madison
Tuesday, Aug. 16	9th grade
Wednesday, Aug. 17.	10th grade
Thurs., Aug. 18.	11th grade
Friday, Aug. 19.	12th grade

Fees will be collected at registration. The fee schedule will be sent out with the summer parent newsletter.

Dale Watt, Principal

EAST HIGH SCHOOL PARENT HONORED

Another East High School parent has received recognition. Ms. Jeanette Nelson, 922 E. Gorham was chosen as 'Outstanding Single Parent of the Year,' by the Madison Chapter of Parents Without Partners.

Ms. Nelson has two children, Debbie, 14, who is a freshmen at East this year and a son Eugene, 12. Debbie is active in our music department as a violinist in the East High School Orchestra.

Mrs. Nelson has been active in county mental health programs and works for the State Bureau of Mental Health.

Our congratulations go out to Ms. Nelson for her fine accomplishment.

PROBLEMS YOU MAY BE FACING

Your kids aren't talking with you?
You feel your kids don't listen to you?
You have to nag and hassle over chores and rules?
Tantrums, scenes, door-slamming battles?
Arguments over homework or attendance at school?

These are just a few of the many problems you may have or think you have as a parent. We'd like to help. We're hoping to form a group of interested parents and organize a P.E.T. program at East. P.E.T. stands for parent effectiveness training.

P.E.T. is a training program designed for parents to help them improve communication skills with their children.

If you would be interested in taking such a course, or in just receiving a brochure on the subject, please call Mary Maxwell or Nancy Bruno at school before the year ends. (244-4731)

We hope that if enough people sign up or show interest, we can develop a very worthwhile program in an area that has been over-looked–the parents of our students.

SUMMER SCHOOL WILL BEGIN SOON

Summer School for high school students will begin June 20th at East High School. The session will last until July 29th. Summer school brochures have been mailed to the homes of students grades 8 to 11. Please keep these brochures for reference and for application, if you are thinking of sending your child to summer school this year. Courses will be offered in the areas of art, business education, English, industrial arts, mathematics, physical education, reading, science, social studies, and work experience. Please check with your child's guidance counselor for advice on which courses to take. Parents of senior students who are behind in credits should contact their child's guidance counselor for information on which courses will lead to graduation and fulfil requirements.

Additional brochures are available in the guidance office. If you have questions concerning summer school, please call Mr. Swedarsky, Summer School '77 Principal at 244-4731, extention 35 or 52.

Louis H. Swedarsky
Summer School Principal

VISITING LAW ENFORCEMENT OFFICER

Detective Rick Miller will be East High Schools visiting law enforcement officer.

Rick, a Madison Police Department officer, has been active in many community and youth groups. He is especially involved on the north side of Madison where he resides with his wife and two young children.

Rick volunteered his time one half day a week as a resource person. As a resource person, he is available to the students to discuss law enforcement as a career, concerns about police, or clarify laws for students.

Knowing Rick, he'll probably get into some good "raps" with the students on some of his favorites—water skiing, reconditioning Corvairs, and sports.

COMMUNITY SURVEY POINTS DIRECTION FOR FUTURE DEVELOPMENT

Recently the Madison Area Office Education Advisory Committee conducted a community survey to answer certain questions that both the advisory members and the teachers felt were important if we were to continue to provide relevant office education to students in the area high schools. A random sampling of offices of different sizes and in different kinds of business was selected. A summary of the responses is given below:

Summary of Findings

1. Competency in spelling was judged important by more offices than any other skill (62 respondents out of 70).

Competencies in punctuation, grammar, and handwriting were judged important by 57 respondents.

Competency in typewriting was judged important by 61 respondents.

Competency in operating adding machines was judged important by 53 respondents.

2. Spelling, grammar, punctuation, and communication skills ranked highest among weaknesses in job performance found in recent high school graduates. Weaknesses in these skills ranked considerably higher than did weaknesses in typewriting, proofreading, etc.

3. Well over half of the firms indicated that between 50% and 100% of their employees need to work with numbers in the following ways:

a) Calculate with numbers
b) Type numbers
c) Write or record numbers
d) Read numbers

4. Although an understanding of a) our economic system, b) the profit and risk involved in business, c) the need for large capital investment, and d) an employee's paycheck were judged by business to be important to employees, most employers did not feel that high school graduates understood these subjects.

5. The number of stenographers employed who use shorthand on their jobs is nearly equal to those who use voice transcribers.

6. The typewriting speed required by most offices falls between 40 and 60 words per minute. More offices require 60 words per minute than 40. A small percentage of offices need typist who type as much as 80 words per minute or as little as 30 words per minute.

7. Among different classifications of jobs, the largest number of jobs in small offices require a background in bookkeeping.

8. Electric typewriters, ten-key adding machines, printing calculators, voice transcribers, manual typewriters, executive typewriters, and full-keyboard adding machines (in that order) are the office machines used in the greatest number of offices.

9. Of the machines not used by individual offices but on which employers thought students should still be trained, the highest ranking were: word processing machines, bookkeeping machines, keypunch, and executive typewriters (in that order).

10. Recent high school graduates with on-job experience are preferred by more firms than those graduates without experience.

11. Sixty-one out of 70 employers felt on-job training was valuable as part of a high school vocational program.

12. Of the employers who had participated in the office education cooperative program, 95% were satisfied with it.

13. The most common problems with young employees were (in order):

a) Poor grooming
b) Arrive, late/leave early

c) Excessive absenteeism
d) Loyalty to the company
e) No desire to improve skills

14. The percentage of respondents who thought units of study should be offered in the following subject matter areas represented a substantial majority in most cases:

86% Telephone techniques
76% Filing
70% Dress and grooming
64% Receiving callers
60% Personality development
57% Typewriting review
51% Handling of mail

The results of this survey will prove helpful to many departments of the school in future planning. The results should also help students and parents in selecting courses which will be helpful in future years.

Estelle Goldenberg

BOYS SWIM TEAM

I want to thank all the parents for the support you gave me during the 1976-77 swim season. The team worked together and did a fine job.

Being a successful competitive swimmer today means year around training. There are many summer swim clubs in and around Madison. Encourage your son to join a summer team & keep ready for Easts first practice, November 7th 1977.

Thanks, Ed Woodard, East Swim Coach

FROM THE PUBLIC HEALTH NURSE

Sherry Kennedy, RN

Characteristics and Needs of the adolescent

A. Characteristics

1. The child of this age may have reached physiological adulthood, but lacks its experiences. He may exhibit a "know-it-all" attitude. He is intensely emotional. He is seeking his own place in the life around him. There may be emotional instability while striving to understand social relationships.
2. The desire to conform to standards of the age-group is stronger than the response to adult guidance. Many respond more readily to the influence of the teacher than the parent.
3. During adolescence there may be close attachment to and almost unlimited admiration of some adult whom he considers to be outstanding.
4. Groups evolve according to physical maturation and interest.
5. Boys like to be thought of as big, strong, and healthy. Girls desire prettiness. In both sexes there is an interest in and emphasis on physical attractiveness and good grooming. Because of a strong desire for uniformity, studied oddities in dress may be followed by all for some time.
6. Wage earning is desired by many.
7. Many lack adequate sex information and guidance. Sexual delinquency may be caused by a feeling of non-belonging in the home and desire for other ties. Because of the differences in maturity, girls are more interested in boys than boys are in girls.
8. Appetite is enormous, yet nutritional state is often poor. Over-developed girls may become intrigued by "reducing" diets.
9. Understands and uses first-aid. Some understanding of the nature of disease.

B. Needs

1. Unobtrusive adult guidance that does not infringe upon their own feeling of being adult. Balance between security and freedom is needed.
2. Family solidarity as a retreat from confusion of widened horizons is important.
3. Need worthy causes in the promotion of which they may utilize their excess emotions and energy.
4. Social dancing is a must at this age.
5. Can profit by 10 hours of sleep, although he often wishes to observe the 8 hour period of adults.
6. After school programs are excellent for the child's individual interests.

If you want more information feel free to call East and ask for the health office or call 266-4821, Madison Department of Public Health.

PARENTAL STRESS CENTER

111 South Hamilton
Madison, Wisc. 53703 251-2266

Are you concerned about your angry feelings toward your child?

Do you feel you cannot cope any longer?

Are you yelling or hitting too much or afraid you might?

Call:
251-2266
Everyday
9:00 a.m.-12 midnight

Talk it over with another concerned Parent!

WE CARE! WE'LL LISTEN!

......Completely Confidential......

We are concerned parents and you community neighbors who have started a:

PARENTAL STRESS CENTER
with a
Help Line: 251-2266
and
Parents Anonymous Groups
with information on
community resources such as:

WIC
Womens, Infants, Children
Program

(WIC provides free high protein food
and nutritional information)

and
daycare
medical aid
family services
mother's groups
parent education
child development
self help support groups

FOR INFORMATION CALL 251-2266
or 251-9464

.... tear along dotted line..

608-251-2266
9 AM-12 Midnight
Calls are annonymous and confidential

CALENDAR OF EVENTS

Mon., May 30	Schools closed for Memorial Day		
May 30-June 4	Softball	Sectionals	
Mon., Tues., May 30-31	Baseball	Regional Finals	
Wed., or Thurs., June 1-2	Golf	Madiosn City Meet (Yahara)	
Thurs., June 2	Senior Scholarship Awards	Theatre-Cafeteria	7:00
Fri., June 3	Senior Banquet	Cafeteria	5:00
Thurs.,-Fri., June 2-3	Baseball	Sectional	
Fri-Sat., June 3-4	Boys Track	State Meet	
	Girls Track	State Meet	
	Tennis	State Meet	
Saturday, June 4	Graduation	U.W. Fieldhouse	5:00 P.M.
Mon., or Tue., June 6-7	Golf	State Meet	
Wed., -Fri., June 8-9-10	Baseball	State Meet	
Thurs., June 9	Softball	State Meet	
Fri., June 10	End of School Year		
June 13 & 14	Contingency days for use should schools be closed due to bad weather		

WHERE TO FIND CAREER INFORMATION AT EAST HIGH

GUIDANCE OFFICE

College Catalogs
U.W. Systems Information
Occupational Outlook Handbook
Military Service

Employment Statistics
Part-time Jobs
Wisconsin Job Information
COPS Interest Inventories

Health Careers Information

Scholarship Information

Women's Rights
Occupations for Women

Minority Careers

IMC

Look in the Card Catalog under:
  Vocational Guidance or the name
  of the career
Dictionary of Occupational Titles
Occupational Outlook Handbook
Encyclopedia of Careers
  and many other books
Career Magazines
  (especially "Career World")
Slides and Filmstrips about Careers
  (can be used in the AV section)
File of Job Descriptions
  (Career Files)
College Catalogs
Get to Know Yourself
  (see books in the 150's)

CAREER RESOURCE CENTER (Room 122)

Do a computer search for:
  Job suggestions
    descriptions
  Colleges with your choice of majors
Child Work Laws
College Catalogs
MATC Materials
U.W. System Information
Job Descriptions
  (Career Files)
Trade and Technical School Catalogs
Encyclopedia of Careers
Dictionary of Occupational Titles
Occupational Outlook Handbook
Wisconsin Job Information
Sign up for Student Groups meeting
  in free time.

OTHER

Talk to teachers about faculty job experiences and college alumnus. (See Faculty Directory)

See the Career Education Coordinator. (Ms. Shirley Jane Kaub, Room 350)

See LVEC. (Ms. Audrey Lehman, Room 335)

DEPARTMENTS WITH CAREER MATERIALS

Home Economics Room 24
  Filmstrips
  Pamphlets
  Books
Distributive Education Room 25
  Filmstrips
  Pamphlets
  Books
  Career File

Resource Centers

PLEASE DISCUSS AND POST

CAREER
CENTER
RM. 122

DROP IN FOR HELP AND INFORMATION !!

You'll find the following:

- .. Free materials about colleges, careers, other schools
- .. Information about any college in the U.S. (Resource books and computer)
- .. Job descriptions and other information on careers (Books, occupational files and computer)
- .. Interest inventories to help you explore your job interests and matching careers
- .. Job statistics to tell you whether or not a particular job has good employment possibilities in the future
- .. Information about careers in the military
- .. Suggestions on where to look for a permanent job in Madison
- .. Use of the computer to:
    - Receive detailed information about careers
    - Receive detailed information about colleges
    - Explore career possibilities for your particular interests

Peggy Arnold, counselor-aide, is on duty during the following hours this semester:

Tuesday and Thursday 8:30 - 3:30

Also see Ms. Arnold to make arrangements for small-group and class presentations.

CELT

What Are We Doing and How Well Are We Doing It

Listed below are 11 statements. Each statement represents a position taken by CELT regarding goals and directions we are attempting to emphasize in the East Area. We need to know if these are still important and, therefore, appropriate goals for us to support. We are also interested in your assessment of how well we are doing in meeting these goals.

In the left hand column, check (1) if you strongly agree, (2) if you agree, (3) undecided, (4) disagree, or (5) strongly disagree with the statement as an appropriate goal or direction for CELT.

In the right hand column, check whether you believe we are (1) attempting to meet, (2) not meeting, or (3) don't know for each goal or direction statement.

	Assessment of Need						Assessment of Effectiveness		
	1	2	3	4	5		1	2	3
1.	9	5	1			Building level career education committee's are supported by the Area CELT group as they plan, design and implement staff development opportunities and identify career education material needs.	**13	2	
2.	7	6	4			Utilization of parents in an advisory and resource capacity at the building and area level of involvement.	6	6	1
3.	10	4	1			Utilization of students as participants in various class and community career education activities.	**10	2	1
4.	7	7	1	1		Exchange of career education ideas in the area and improvement of coordination between levels through CELT organization as a whole and as elementary and secondary sub-units.	**11	2	3
5.	10	5	1			Continued CELT Steering Committee activities in developing and establishing area direction serving as a clearinghouse for dissemination of career education activities in the area, and serving as a communication link to the Area Cabinet and district administrators.	**11	1	3
6.	11	3	1	1		Build and maintain a defined working relationship with the LVEC's emerging career education role and function.	**10	2	2
7.	3	5	7	2		Re-examine the structure of CELT Task Force groups to determine new possible directions or their continuing existence.	5	5	5
8.	2	4	8	1		Support and review activities of Madison Metropolitan School District Career Education Evaluation Project.	7	1	3

	Assessment of Need						Assessment of Effectiveness		
	1	2	3	4	5		1	2	3
9.	7	6	3			Coordinate all individual and group efforts in career education that are available for use in East Area.	8	3	3
*10.	14	1		1		Seek direct channels of communication between staff and organized and individual members of the industry/business community. **	11	2	2
11.	3	5	5	2	1	Recognize program problems resulting from declining enrollments and declining staff and attempt to offer alternative approaches to restructured organizational design and program offerings.	4	7	4

(Please add and rate any additional CELT goals or directions that you believe ought to be given consideration during 1977-1978.)

1					Continue to place emphasis on need to qualify for the careers that are brought to student's attention.	1		
					Also, stress need for long-term training such as making sure language skills are adequate for aspirations.			

* highest frequency in assessment of need.

** highest rating of effectiveness.

APPENDIX H

May-June Monthly Report

WISCONSIN CAREER EDUCATION CONSORTIUM

David F. Olson
Steve Sheets

Project Performance Report Summary
Experience Based Learning
Madison West High

Major Activities - The following EBL assignments were established at West:

# of Students	Type of EBL	From West Course
5	police officer	social issues
1	brokerage office	economics
14	lawyer	social issues
8	newspaper	journalism
1	cancer lab	science
1	Forest Products Lab	science
3	radio station	mass media
2	TV sports	journalism
9	cable TV	Eng./soc. studies
44	TOTAL	

The ten most valuable learner outcomes as determined by students in the student/coordinator debriefing sessions are:

1. Knowledge gained about the type of work related to the profession.
2. Knowledge gained about expected skill level for entrance into that profession.
3. Anticipated job market for that profession.
4. Anticipated income for that profession.
5. Ability to use high school related course material in the profession.
6. Ability to use EBL observation in high school courses.
7. Application of day-to-day life skills in the job.
8. The sharing of experiences with classmates.
9. A greater understanding of the interdependence of some jobs through specific EBL observation, i.e. police-lawyers-judges.
10. Enthusiasm for the profession observed by the student.

EVALUATION:

Each student upon completion of the EBL observation was debriefed by the coordinator. Students asked to indicate when they went to their EBL site, how often, what they did, what their reactions were to the type of work they observed, what entry level skills are important for that job, what carry-over to school and vice versa there might be for that profession, and their willingness to share EBL experiences with the classes.

Of the 44 students in the EBL project, 21 reported going to the EBL site only once. Seventeen reported two or more visits (one reported eight visits). Six students never reported to their EBL site after assignment had been made. Students of the social issues classes were required to write a paper explaining their experiences and their value. Several shared their experiences with the entire class.

The six of 44 who did not report to their EBL site constitute a major problem seen by these coordinators.

ANTICIPATED CHANGES AND/OR PROBLEMS:

More time needs to be devoted to screening applicants and explaining the expectations of EBL to the student prior to the commencement of their EBL. Time for a full-time teacher to work on EBL is limited at best. A bank of EBL sites and supervisor resources should continue to be built. Of the 44 students assigned EBL this year, only one was of a minority status.

Teachers on extended employment during the summer should plan carefully with regard to the aforementioned problems so that when school begins in the fall little time will be wasted in initiating EBL.

DISSEMINATION ACTIVITIES:

Many students returning from their EBL assignment shared their experiences with their classmates verbally in class; others were required to write a paper covering the evaluation points mentioned above. All students were debriefed.

SPECIAL ACTIVITIES:

Beyond those areas mentioned above needing special attention is the need for inclusion of more minority people in the EBL project. Special effort will be required! It is also imperative that a continued attempt be made to stress the career opportunities for all people regardless of race, sex, or religious belief.

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Teacher File
EMPLOYER CONTACT FORM

Employment Area:

Employer's Position:

Employer's Phone Number:

Business Name and Address:

Date of First Contact ____________________ Second Contact ____________________

Third Contact ____________________

Summary of conversation: (include what types of experiences can be observed)

1. Is the employer willing to participate in EBL?
2. Describe the areas in which EBL stations could be provided:
3. How many students is the employer willing to take?
4. How many hours is the employer willing to be involved?
5. When might it be convenient for students to participate in this particular EBL observation?
6. Further involvement:
    a.) The employer is/is not willing to speak to the class.
    b.) The employer could/could not provide a field trip experience for the class.

EVALUATION:

1. Student(s) assigned: ____
2. EBL participation dates: ____
3. Comments on EBL observation: ____

____

____

____

BASIS FOR STUDENT SELECTION

1. Students indicating interest.
2. Evidence of maturity and responsibility.
3. Completion of preliminary procedures:
    a. Computer Survey completed
    b. Parent Request Form returned
    c. Contract Agreement signed

We will make every effort to include students of varying cultural backgrounds within the EBL program.

Madison Metropolitan School District

Douglas S. Ritchie, Superintendent

ALFRED COLUCCI, Principal

WEST SENIOR HIGH SCHOOL

30 ASH STREET
MADISON, WISCONSIN 53705
PHONE 238-0291

Dear Parents:

We are pleased to inform you that your son/daughter has been selected in his/her ____________________ class for participation in the West Experience Based Learning Program for the 1st, 2nd, 3rd, 4th academic quarter. He/She will be going to __________________________.

Experience Based Learning is a program which integrates classroom instruction and career counseling into the student's learning experiences.

Your son/daughter will be provided with an opportunity to experience "first hand" related career areas of his/her personal interest over the next few weeks; a total of __________ hours will be spent for observation and enrichment. Specific student objectives will be required upon completion of the program.

Through a team approach, we are interested in providing new and innovative ways to enhance and integrate your son's/daughter's academic learning.

The enclosed form must be signed and returned prior to the EBL observation.

____
EBL Classroom Teacher

mk

Enclosure

WEST HIGH SCHOOL Date ____________________

ADVANCE EXCUSE - EXPERIENCE BASED LEARNING

On this date ____________________, ____________________, will be participating in a community based experience at ____________________, from ________ to ________.

Teachers please sign:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

Students will be permitted to make up missed assignments, etc. Arrangements should be made with instructor prior to released time.

Student will return this advance excuse to office when completed and before leaving the building for the above appointment.

EXPERIENCE BASED LEARNING

Parental Permission Form

________ I am willing to have my son/daughter participate.

________ I am not willing to have my son/daughter participate.

________ I understand that the student will be responsible for his/her own transportation.

____
Signature of parent or guardian

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STUDENT EBL REPORT AND REACTION CONTRACT

Student Name:

EBL Placement:

Date of First Observation:

Date(s) of Subsequent Observations:

Teacher's Name: ______________________________

A. REPORT:

1. What educational qualifications must one possess to enter this profession?

2. What personal qualities must one possess to enter this profession? (Example: Copy-editor - Meticulous)

3. Why did the professional you observed enter this profession?

4. What is the profession's starting salary? average salary? top salary?

5. How would your present course prepare you for entering this profession?

6. What other high school courses could be taken that would be useful for this profession?

7. In what ways was the job you observed related to other professions? Explain. (Example: Policeman-Lawyer-Judge)

8. What facets of this job appear to give satisfaction?

9. What facets of this job appear to create dissatisfaction and frustration?

10. In what ways did you incorporate your EBL experience in class? (presentation, journal, paper, improved classroom performance)

B. REACTION: (In a paragraph or two give a summary of your EBL experiences and how they were of value to you.)

CONTRACT EXPECTATIONS:

1. _____ Computer survey completed.
2. _____ EBL Report and Reaction Contract completed.
3. _____ Oral presentation/journal/paper or other evaluation activity completed.
4. _____ Thank-you letter sent.

Student's Signature ______________________ Teacher's Signature ______________________

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EBL INTEREST ASSESSMENT

Student's Name:

Class:

Period:

Specific areas of interest:

1.

2.

3.

INITIAL EBL MEETING

Designated Field:

Employer's Name:

Business Location:

Business Phone:

First Appointment Date:

First Appointment Time:

Place of First Appointment:

THIS FORM MUST BE RETURNED PRIOR TO THE FIRST APPOINTMENT.

Student's Signature

EBL Check List

Student Name	Signed Parent Letter	Returned Initial Meeting Sheet	Computer Survey Completed	Report & Reaction Contract	Presentation Paper	Letter Sent	Grade

EXPERIENCED BASED LEARNING FOR MINORITY AND DISADVANTAGED STUDENTS

GOAL

The primary goal of the Career Awareness and Vocational Training Resource Development for Minority and Disadvantaged Youth in the Madison Community is the equalization of opportunities in career education and job placement for minority and disadvantaged youth.

OBJECTIVES

In order to reach this goal, the program will have the following objectives:

For The participating students---

1. an increased awareness on the part of participating students of the entire field of career education and opportunities;

2. the development of skills in selecting a suitable career and in the procedures necessary to attain it;

For the Participating familes ---

3. a greater awareness of and involvement in the career education and selection process;

For the school ---

4. an increased sensitivity on the part of faculty members and administrators toward the career-oriented needs and problems of participating students.

PROGRAM RATIONALE

What is hoped through the development of a Career Awareness Resource listing will consist of the following:

1. development of resources which students can use to help the student view a realistic route that his/her career plans should take in the near future.

2. Sharing of resources development with the Experienced Based Learning program.

3. assist students to become a part of other career awareness programs at West High School. (EBL)

The Program Counselor

The program counselor will serve as a liaison between the students and teachers, counselors, administrators, and the madison community resources.

Summary:

Thirty businesses have been contacted and asked to participate in a Career Resource Listing. Letters were sent out on June 13,1977. On June 20,21,22,Follow up contact and personal visits were being set up for the ~~summ~~ summer.

At this time The Responces are comming back slowly. By the end of the summer the Listing will be copplete.

APPENDIX I

WISCONSIN CAREER EDUCATION CONSORTIUM
BASIC SKILLS AND CAREER EDUCATION K-5 MID-YEAR REPORT

INTERIM PROGRESS REPORT ON THE INTEGRATION OF CAREER EDUCATION CONCEPTS WITH THE TEACHING OF BASIC SKILLS AT THE ELEMENTARY LEVEL

In June of fiscal year 1976, members of the Developmental Team met in the final phase of developing and evaluating project materials which would provide to elementary teachers an opportunity to integrate career education concepts with the teaching of basic skills in mathematics and in language skills or the communication skills. Ten complete classroom units or learning center themes were previously authored and developed by nine teachers. Each unit's development or format included the career education concept to be taught, the application of specific math and language skills to be used in the unit as well as a suggested list of materials to be used by the teacher. Time requirements for the unit as well as actual suggested daily lesson plans or precedures for the teacher to use were also characteristic of the format. The ten units were used and evaluated initially by a few elementary schools and eventually were disseminated to all elementary schools in the district. The question, thus, becomes - to what extent are the materials or units being used by Madison's teachers in the elementary schools, and was the unit development helpful to elementary teachers in suggesting ways to bring about an integration of the career education concepts with the teaching of basic skills.

In a survey made by the writer prior to this evaluation, there appears to be little doubt about the success of the career education project in the Madison elementary schools as it relates to the integration of career education concepts with the teaching of the academic basic skills.

Most schools, in September or October of 1976, devoted some time at a regular staff meeting to provide an opportunity for key staff members to lead discussion and create motivation for the total staff to consider using the project materials in their classrooms.

A majority of Madison's elementary teachers (K-5) indicate that they have used the classroom materials which have been authored and developed by a group of Madison teachers representing all levels of elementary grades. Several degrees of utilization exist. Some have used one classroom lesson unit. Others have used as many as three or four units. A minority of teachers have not made use of the developed materials as yet and have indicated that they hadn't planned to do so until the second semester of this school year. The reason most often given for the delay had to do with the fact that in certain areas of the school district the teachers were heavily involved during the fall semester in adopting and using new reading and math programs.

in addition, an overview report was presented at the Houston Conference and since then we have received numerous requests for additional material in this area. In addition, we will be planning during the next quarter a special workshop to support the high school study on change in the high school. At this point, it is difficult to specify the direction this workshop will take, however, it is known that it will include all the administrative staff and key instructional staff. This approach is similar to the leadership team approach used in the early stages of promoting career education in 1972-73. Without administrative support, change among those who are closest to implementation will not occur, thus, we are insuring administrative support through this approach.

INDIVIDUAL CONSORTIUM MEMBER REPORT

FROM

OREGON, WISCONSIN

Performance Report From The Oregon School District

A Member of Wisconsin's K-12 Career Education Consortium

June 30, 1977

9. Major Activities Related to Local Objectives

a. Local objective one reads:

The project staff will develop a plan designed to provide K-12 staff direction in reviewing the existing resource guide so as to assure updating of objectives, learning activities, outcomes, and resources. Project evaluation will show a 25% increase in guide utilization.

Our initial goal for this objective was to do the guide updating as a 1976 summer project. Late funding and the lack of availability of critical staff rendered this impossible.

A measure of use of the career development curriculum guide was obtained from 116 K-12 teachers in January, 1977. Results, contained in Addendum A, indicated that while almost all teachers were familiar with Oregon's guide, few had made significant use of it during the previous semester. Cross tabulations revealed that primary teachers made the most use of the guide's contents. Amount of use decreased as grade level increased, with senior high school teachers very seldom using the guide. The survey not only provided a pre-measure, but supported the need for a workshop to revise the guide and stimulate new interest in its use.

Because the workshop on updating the guide was held in early June after the end of the 1976-'77 school year, it has been impossible to obtain a post-measure of the extent of the updated guide's use. Faculty will begin using the guide this coming fall and plans are being made to obtain a post-measure of level of use in January, 1978 at the end of the semester. In a questionnaire regarding the workshop, most participants felt it was very appropriate and important to obtain a post-measure of guide use, so Oregon is anticipating substantial participation in the post evaluation.

b. Local objective two reads:

To assure inclusion of learner outcomes as a part of resource guide revision, project staff will ensure activities that would help attain the following:

(1) Development of positive attitudes toward self and an awareness of one's interests, aptitudes, needs and values.

(2) Development of a positive attitude toward work and a broader awareness of occupations and the world of work.

(3) Development of a desire to explore and test one's interests and aptitudes related to a variety of occupations.

(4) Development of career decision making skills.

(5) Documentation that the above strategies have made a positive impact on students.

See Addenda B^1, B^2, B^3 and B^4 which are sample pages from our revised curriculum guide and serve to illustrate the performance aspect of this objective. The entire guide, both original and now revised, is constructed around learner outcomes.

Documentation that the above learner outcomes have had a positive impact on students is illustrated as follows:

Piers-Harris Children's Self Concept Scale

The Piers-Harris measures children's attitudes toward self. The instrument contains 80 declarative statements about self, such as "I am a happy person," to which children respond either "Yes" or "No."

The Piers-Harris was first administered in May, 1976 to 168 third graders in 7 classes in an effort to measure the effect of classroom career education activities designed to promote self-awareness and self-esteem. The mean score of this group was 55.78 which placed it at the 57th percentile in the national norms for children in grades 4 through 12. Mean scores for the various classes differed considerably, ranging from 67.95 (89th percentile) to 48.20 (36th percentile). However, the mean scores of five of the seven classes were above the median of the national normative sample. A sixth class mean fell at the 45th percentile. The particularly low scores in one class could not easily be explained since all third grade teachers had been involved in career education and there were no readily apparent differences in the students comprising the classes.

A random sample of 81 of these third grade students were retested as fourth graders one year later in May, 1977. The group's mean score of 57.05 placed it at the 60th percentile. Although this posttest mean was 1.27 points higher than the mean score obtained a year earlier, the increase was not statistically significant.

A new group of 91 third graders was also tested in May, 1977 so that their scores could be compared with scores obtained from the previous third grade class (the students retested as fourth graders). This group's mean score of 57.04 fell at the 60th percentile in the national norms. The difference of 1.26 points between this year's and the previous year's third graders was not statistically significant.

It is interesting to note that means for the third and fourth graders tested in 1977 were virtually identical (57.04 and 57.05 respectively). Although no significant changes or differences were revealed by retesting with the Piers-Harris, the results are quite positive. As a whole, the results indicate that the soon-to-be fourth and fifth grade students have healthy self-concepts which will serve as a good foundation for future career development activities they will experience in the Oregon schools, their homes, and their community.

Summary Scores (Sequential Test of Educational Progress)

Centile Scores

Grade 4	1974-'75	1975-'76	1976-'77
Reading	56.0	61.6	63.3
Math	59.5	62.3	65.0
Grade 5			
Reading	53.6	62.5	64.5
Math	59.7	61.1	60.9
Grade 6			
Reading	58.5	58.6	66.1
Math	57.3	57.5	61.9

Summary Scores (Stanford Diagnostic Reading)

Grade Level Equivalents

Grade 7	1975-'76	1976-'77
Phonetic Analysis	10.2	12.0+
Structural Analysis	7.6	9.3
Auditory Vocabulary	8.9	10.2
Comprehension	8.3	9.5
Reading Rate	8.1	8.9
Grade 8	**1975-'76**	**1976-'77**
Phonetic Analysis	12.0+	12.0+
Structural Analysis	9.2	10.4
Auditory Vocabulary	10.0	11.3
Comprehension	9.1	10.3
Reading Rate	8.4	8.3

Improvement Activities

In line with the second consortium-wide objective concerning incremental improvement, the Oregon School District established the following criteria for improvement:

(a) At least 60% of all eligible 12th grade students in the school system will have participated in an actual or simulated work experience project for at least one semester during the school year.

Guidance counselors report the following seniors in either work-study, cooperative, or simulated work experience.

Agriculature Coop - 23 students
Distributive Education - 42 students
Office Practice - 18 students
Clerical II - 26 students
Agriculture Disadvantaged - 13 students
Total 122 students

The graduating class total is 196 students which means that 62.24% of all seniors were involved in work experience programs.

(b) All elementary teachers and at least 60% of all junior-senior high school teachers will have carried out at least five career education activities in their classrooms during the school year.

All elementary teachers will do 5 or more c.e. activities during the year:

This criterion has virtually been met. 55 (98%) of 56 elementary teachers responding to the third party evaluation survey had conducted at least 5 career education activities during the project year. The most frequently used activities were discussions of jobs and the places in which people work, viewing films and film strips about people at work, and reading printed materials on careers. Career games and opportunities to examine tools, machinery, and other objects connected with work were also popular activities, but not used quite as frequently.

60% secondary teachers will do 5 or more c.e. activities in their classes during the year:

This criterion has very likely been exceeded according to results of a survey of approximately 50% of the secondary teachers in Oregon. All 34 (100%) of the teachers in the sample reported that they had conducted at least 5 career education activities in their classrooms during the project year. Most teachers conducted considerably more than 5 career education activities in their classrooms during the year. For example taking the single activity of using AV media on awareness of self and careers, 8 teachers reported using this type of activity 5 or more times during the project year in addition to using many other types of activities such as speakers, games, role playing, etc.

(c) At least 50% of all parents of children in the school system will have been involved in some kind of career education activity conducted under the direct supervision or participation of teachers and/or counselors.

Our recently updated Community Resource Guide lists more than 200 parents as resources with many others represented in the more than 80 business resource listings.

While evidence indicates that parent participation in career education has not reached the 60% level, progress was made during the year in involving parents. 63% of elementary teachers and 30% of secondary teachers indicated in the third party evaluation that they had involved at least 1 or 2 parents in classroom career education activities during the year.

Addendum C indicates other parent involvement - approximately 25% of our Senior High parents were involved in the described project.

Learner Outcome Activities

The reader should note that Oregon's local objective number two deals with expected learner outcomes and that they are nearly identical to the consortium-wide outcomes - the exception being the portion of 3 (a) which specifies improving individual educational achievement. See Summary of Test Scores cited in section entitled "Improvement Activities".

10. Participants - See Participant Summary Report attached.

11. Evaluation

Evaluation procedures for both objective one and objective two are discussed in section 9.

12. Anticipated Changes and/or Problems

None.

[illegible]. Dissemination Activities

(a) Needs assessment has been completed with McFarland, our partnership school, and members of our steering committee have had three meetings with McFarland's

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS *(see NOTE above)* WHO ARE	RACE/ETHNICITY *(all Participants including Handicapped, Gifted and Talented, and Low Income)*						OF THE TOTAL *(column (6)* NUMBER WHO ARE			OF THE TOTAL *(column (6)* NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE *(1)*	ASIAN OR PACIFIC ISLANDER *(2)*	BLACK/ NEGRO *(3)*	CAUCASIAN/ WHITE *(4)*	HISPANIC *(5)*	*TOTAL (sum of columns (1) through (5))* *(6)*	HANDI-CAPPED *(7)*	GIFTED AND TALENTED *(8)*	LOW INCOME *(9)*	MALE *(10)*	FEMALE *(11)*
STUDENTS											
ELEMENTARY *(K-6)*	1	1	13	1486	-	1501	66	54	74	794	707
MIDDLE/JUNIOR HIGH *(7-9)*	-	-	1	641	-	642	23	38	29	334	308
SENIOR HIGH *(10-12)*	1	-	3	638	-	642	27	43	38	363	279
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS *(non-matriculated)*											
SUB-TOTAL	2	1	17	2765	-	2785	116	135	141	1491	1294
EDUCATIONAL PERSONNEL											
TEACHERS	-	-	-	151	-	151				37	114
COUNSELORS	-	-	-	3	-	3				2	1
ADMINISTRATORS	-	-	-	8	-	8				8	-
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY	-	-	-	116	-	116					
PARENTS	-	-	4	230	-	234					
OTHER *(specify)*											
TOTAL	2	1	21	3273	-	3297					

OE FORM 467, 2/76

Oregon

administrative-board-staff Career Education committee. One of our staff members conducted a 1/2 day in-service for the McFarland Elementary staff during the school year and Roland Cross, Assistant Superintendent acted as a resource for their 1977 Summer Workshop.

(b) Roland Cross, Assistant Superintendent, and Roger Wetzel, Director of Guidance, were presenters at the Commissioner's National Conference on Career Education in Houston.

(c) Individual staff members continue to be available to school systems interested in implementing a Career Education program or improving their existing effort. Services have been provided to the following schools during this past school year.

(1) Stoughton Public Schools - In-service (2 staff members)

(2) Evansville Public Schools - In-service (1 staff member)

(3) Prairie Du Chien Public Schools - Assistance in program development (Title IV-C)

(4) Patch Grove, West Grant Public Schools - Assistance in program development (Title IV-C)

(5) Deerfield Public Schools - Assistance in program development (Title IV-C)

(d) Dissemination activities involving members of our staff during the past school year are:

(1) Wisconsin Association of School Boards Convention - Milwaukee. (Resource Panel)

(2) UW-Stout Guidance Conference - Menominee - (Products of Consortium)

(3) Southern Wisconsin Education Association - Madison. (Conduct Sectionals on Career Ed)

(4) Wisconsin Department of Public Instruction - Madison - (Information Session for DPI Supervisors)

(5) Educational Telephone Network - U.W. Whitewater. (Presentation to U.W. Career Ed class)

14. Special Activities

None.

RESULTS OF THE CAREER DEVELOPMENT GUIDE EVALUATION-OREGON

(Results reported in percentages, N=116)

1. Grade level taught: (1)32 K-3 (2)18 4-6 (3)18 7-8 (4)31 9-12

2. Subject area(s) taught (high school teachers only):

   (1) 8 English
   (2) 3 Fine Arts
   (3) 2 Foreign Lang.
   (4) 3 Mathematics
   (5) 2 Physical Ed.
   (6) 4 Science
   (7) 4 Social Studies
   (8) 9 Vocational Ed.
   (9) 4 Other (please specify)

3. Are you familiar with Oregon's Career Development Guide?

   (1)97 Yes (2) 3 No (if No, please do not continue)

4. How frequently have you used (referred to) our locally developed curriculum guide during the Fall, 1976 semester?

   (1)34 Never (if Never, please do not continue)
   (2)31 1-2 times
   (3)23 3-5 times
   (4) 8 6-10 times
   (5) 1 11 or more times

5. How frequently, during the fall semester, did you follow "topic-learning activities" listed in the guide?

   (1)20 Never
   (2)25 1-2 times
   (3)19 3-5 times
   (4) 3 6-10 times
   (5) 1 11 or more times

6. How frequently during the semester did you use resources suggested for these activities?

   (1)24 Never
   (2)26 1-2 times
   (3)11 3-5 times
   (4) 5 6-10 times
   (5) 1 11 or more times

7. How frequently did you follow evaluation procedures suggested for these activities?

   (1)42 Never
   (2)17 1-2 times
   (3) 2 3-5 times
   (4) 5 6-10 times
   (5) 1 11 or more times

8. Did you refer to the career development term definitions in the rear of the guide?

(1) 18 Yes (2) 48 No

9. Is the information in the guide presented in an easy-to-use manner (format)?

(1) 34 Yes, all of it is
(3) 2 Some of it is
(2) 27 Most of it is
(4) 1 No, little or none of it is

10. What features, if any, would you like to see changed or added to a revision of the Guide? (please be specific)

11. What resource materials and activities do you need in order to infuse career education into your classes?

12. Would you be interested in participating in a paid summer workshop specifically designed to update our career education guide?

(1) 5 Yes (Name ______________________________) (2) 72 No

K-3 STAFF ONLY (Results in percentages, N=37)

13. How frequently have you used the career education activity card deck?

(1) 11 Never (if Never, please do not continue)
(2) 14 1-2 times
(3) 38 3-5 times
(4) 35 6-10 times
(5) 0 11 or more times

14. How valuable is the card deck in your teaching?

(1) 11 Very valuable
(3) 38 Somewhat valuable
(2) 35 Valuable
(4) 8 Little or no value

15. What changes, if any, would you make in the card format of the Guide?

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CAREER DEVELOPMENT GUIDE

Oregon School District

Addendum B

LEVEL 7-8

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
1. An understanding and acceptance of self is important throughout life.	The student should ..... 1.0 recognize the need for continuous self appraisal in a diversified society.	(Include subject area, topic, and brief description of activity.) 1. View and discuss films and filmstrips which examines the necessity of knowing oneself a. Films (1) "You" Examines the concept of empathy in human relations. (2) "Finding Your Life Work" points out the necessity of learning about many vocations so one can make intelligent career decisions. (3) Awareness: Insight Into People: J.C. Penney Co." The film deals with sterotyping and empathy towards other people b. Filmstrips (1) "Your Search for Self" Assists students in making decisions about themselves. (2) "How Shall We Live? "Leading and Following" "Feelings about Others" "Choosing" "Giving and Taking Advice" "The Way We Look at Things" Encourages students to examine their values. (3) "Your Personality the Others Know" Topic Learning Activity Peers discuss Realistic self-improvement Goals, Working for self-discovery.

CAREER DEVELOPMENT GUIDE

Oregon School District

LEVEL 7-8

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
4. There is a wide variety of occupations which may be classified in several ways.	4.0 understand that people at work produce goods and/or services.	1. Students orally identify occupations of parent or relative. Each occupation is classified as a "service" or "production" occupation, orally by class members and placed on board. 2. Define terms of goods and services 3. Games a. The game of categories Example - electrician - goods or services b. "What's My Line" 4. Bulletinboard displays with pictures of workers linked with final good or service produced.
	4.1 understand that occupations are people/idea/thing oriented.	1. A job game - take a list of jobs from OOH (Occupational Outlook Handbook) or DOT (Dictonary of Occupational Titles) form teams, identify jobs as people, idea, thing. 2. Refer to objective 4.0. Take bulletin board from activity 4 and classify into people, idea, thing. 3. Theme: "Where Do Your Interests Lie Now?" (People, idea, thing) Why do you say this. 4. Play the game of categories. Example: psychiatrist - people
	4.2 understand that within each job family there is a wide range of occupations.	1. Refer to Concept 4, Obj. 4.0 activities 3 & 4 2. Refer to Concept 4, Obj. 4.1, but classify into job families Activities 1 & 2 3. Construct a job wheel of driving occupations, building trade shcools systems, airline services, auto assembly, etc. as a class project.

Addendum B^3

CAREER DEVELOPMENT GUIDE

Oregon School District

J-74

LEVEL 7-8

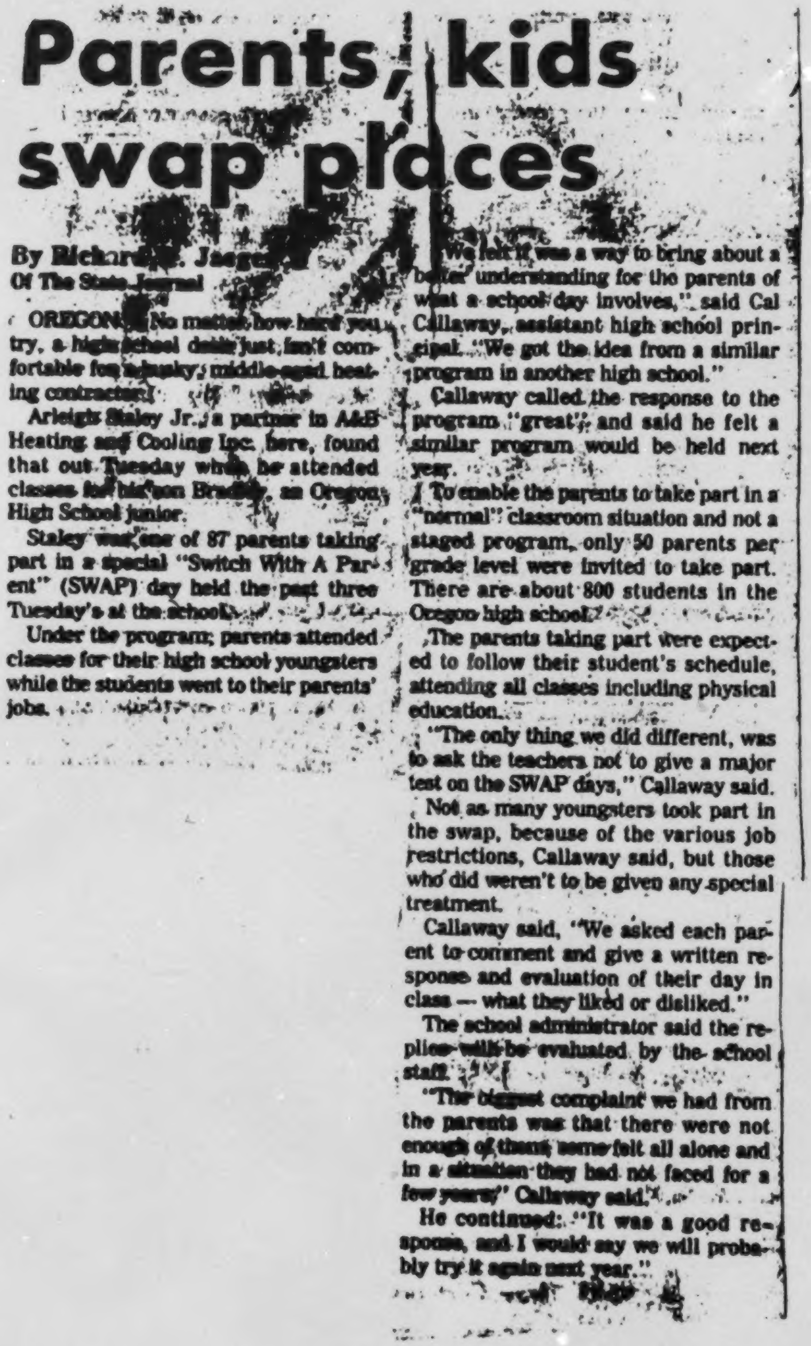
CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
	The student should	(Include subject area, topic, and brief description of activity.)
. Career development requires a continuous and sequential series of choices.	14.3. understand the need for careful planning of the high school program in light of tentative career plans.	1. Read and discuss current high school course description booklet. 2. Panel of high school seniors relating their various plans and how they formulated and implemented them. (8th grade previous to selecting high school program - counselor)
	14.4. understand that careful educational planning may shorten required training time for employment.	1. Investigate requirements for graduation from high school. (8th grade-counselor) 2. Students choose a job and research what courses or programs will help them (oral or written) 3. Speaker (Capstone program) (8th grade-Counselor)

CAREER DEVELOPMENT GUIDE
Oregon School District

DEPARTMENT— Business Education

TOPIC—LEARNING ACTIVITY	LEARNIING OUTCOME/OBJECTIVE	CONCEPT NUMBER	EVALUATION
1. Students will assess their interests and abilities and discuss these with class members	1. Students will be able to assess and accept their abilities, traits, interests and needs	1,4,7	
1. View a film followed by a class discussion in introductory courses. ("The Newest Series") "The Big Question: Choosing Your Career" (Association Films, Inc.) "Careers for Girls" (BAVI) "Finding Your Work" (BAVI) "Choosing Your Occupation" (Coronet Films) "Your Job Outlook" (Popular Science, filmstrip)	1. Become concerned with career choice. Become aware of how achievements in an occupation can increase the dignity and worth of the individual (Topic 10)	2,9,16	
2. Role playing - blue collar vs. white collar workers and their attitudes toward each other. Followed by class discussion.	2. Gain a better understanding and appreciation for various occupations	2,5,7	
3. Classroom discussion dealing with respect for a person's choice of occupation. (all areas)	3. Gain a respect toward others' career choices	2,5,7,12	
4. Bring in a minority representative for discussion and role playing.	4. Appreciate the need for equal opportunity	2,7	
5. From a list of occupations write a sentence describing the importance of each (DOT, Career Education Handbook, Job Cluster Resource Materials)	5. Appreciate the need for all occupations	2,3	

Addendum C



Parents, kids swap places

By Richard [illegible]. Jaeger
Of The State Journal

OREGON — No matter how hard you try, a high school desk just isn't comfortable for a husky, middle-aged heating contractor.

Arleigh Staley Jr., a partner in A&B Heating and Cooling Inc. here, found that out Tuesday when he attended classes for his son Bradley, an Oregon High School junior.

Staley was one of 87 parents taking part in a special "Switch With A Parent" (SWAP) day held the past three Tuesday's at the school.

Under the program, parents attended classes for their high school youngsters while the students went to their parents' jobs.

"We felt it was a way to bring about a better understanding for the parents of what a school day involves," said Cal Callaway, assistant high school principal. "We got the idea from a similar program in another high school."

Callaway called the response to the program "great", and said he felt a similar program would be held next year.

To enable the parents to take part in a "normal" classroom situation and not a staged program, only 50 parents per grade level were invited to take part. There are about 800 students in the Oregon high school.

The parents taking part were expected to follow their student's schedule, attending all classes including physical education.

"The only thing we did different, was to ask the teachers not to give a major test on the SWAP days," Callaway said.

Not as many youngsters took part in the swap, because of the various job restrictions, Callaway said, but those who did weren't to be given any special treatment.

Callaway said, "We asked each parent to comment and give a written response and evaluation of their day in class — what they liked or disliked."

The school administrator said the replies will be evaluated by the school staff.

"The biggest complaint we had from the parents was that there were not enough of them; some felt all alone and in a situation they had not faced for a few years," Callaway said.

He continued: "It was a good response, and I would say we will probably try it again next year."

INDIVIDUAL CONSORTIUM MEMBER REPORT

FROM

SHAWANO, WISCONSIN

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14. Special Activities . . . . H

15. Addendum I

FINAL PERFORMANCE REPORT FROM THE SHAWANO-GRESHAM SCHOOL DISTRICT, A MEMBER OF WISCONSIN'S K-12 CAREER EDUCATION CONSORTIUM,

June 30, 1977

9. Major Activities Related to Local Objectives

a. "Local objective one reads, Conduct workshops that would integrate Career Development into Local Curriculum according to the District's plan (SEA Guidelines) for disciplines (courses) not previously identified, primarily (9-12)."

Integrated programs were developed as stated in the following subject areas:

1. Home Economics (Grade 9)
2. Home Economics, Partial programs in these courses; Foods, Clothing, Child Development, Home Management, and Family Living.
3. General Math (Grade 9)
4. Music-Vocal (Grades 6-7, 9) [Extra curricular activities included as well.]
5. Beginning Typing
6. French (9-12) and applied towards other foreign language as well.
7. Wisconsin Occupational Information System (Social Studies, Vocational Education, Career Guidance Plan 9-12).
8. Employability Skills (Social Studies, Language Arts, Career Guidance Plan 9-12, Vocational Education).
9. Human Development Activities in Vocational Ed Courses through Teacher Effectiveness Training.

NOTE WELL - A special instructional program series has been developed. The program includes eight separate packages and is intended to be used at the fifth grade level.

"Education, Who Needs It?"
"Science, Who Needs It?"
"Math, Who Needs It?"
"Social Studies, Who Needs It?"
"Language Arts, Who Needs It?"
"Art and Music, Who Needs It?"
"Health and Physical Education, Who Needs It?"
"Reading, Who Needs It?"

This program has been shared with the Partner Schools.

b. Local objective two reads, Continue to update, revise Career Development into disciplines where curriculum change has and/or will occur (K-12)."

The following programs were updated and revised as stated:

1. Math (K-8) (will be shared with Partner Schools next year).
2. Science (K-8) (shared with Partner Schools this year).
3. Social Studies (K-8).
4. Shawano High School Career Guidance Program (9-12).
5. Science (9-12) Updated Integrated Grade 9 Physical Science Program. Added forty commercial Science Career Ed activities throughout the 9-12 program that includes Physical Science, Biology, Chemistry and Physics.

c. "Local objective three reads, To gather more evaluation data to show effectiveness of program."

Using the same format, detailed reports were prepared from the results of the 1975 and 1976 Wisconsin Senior Survey by the local project evaluator. Input by the Third Party Evaluator and local school authorities provided direction to improve the report that was prepared again this year.

A separate report was developed on all the printout data that the Third Party Evaluator has collected from students and staff over the past two project years to include the Partner Schools.

Evaluation instruments for integrated Career Ed programs were revised in the following areas:
1. Math (K-8)
2. Science (K-8) (9-12)
3. Physical Education (1-5)
4. Career Guidance (6-8)

Evaluation instruments were administered in the following areas:
1. Math (K-8)
2. Science (K-8)
3. Career Guidance (6-8) [Partner Schools as well.]
4. Home Economics (Grade 8 Co-Ed)
5. World of Construction (Grade 8)

d. "Local objective four reads, Use the results of Wisconsin Senior Survey to improve program. (Interest Inventories, if selected, and results are available.)"

NOTE: This objective should be changed to read as follows:

Use the results of Wisconsin Senior Survey and Five Year Follow-up Study to improve program.

The results from both the Senior Survey and Follow-up Study were used in separate workshops identified in items 7 and 8 of objective (a) to address this objective.

e. "Local objective five reads, Improve non curriculum supporting functions and/or services."

1. Through the compliments of a local bank, Career Ed materials were mailed to all parents of sophomore and junior students in the District.
2. A "Career Education Activities in the Home for Parents" was developed. Separate activities were designed for Preschool, K-4, 5-7, 8-10 and 11-12. Included in the program was a letter addressed to the parents, introduction to the program, a developmental chart and suggested bibliography. The programs were distributed throughout the District schools and the Partner Schools as well.
3. Job Service has included the local school system in a project that focuses on the following criteria:
   a. Identify job status throughout the county in which the local school district is located.
   b. Identify the future job outlook.
   c. Identify job entry skills.
   d. Individual characteristics necessary to maintain employment.

   e. How to interview; write resume's
   f. Provide suggestions to improve school curriculum
   Job Service has made several appearances in the District's Secondary Schools to explain their program to students.

4. The Journalism Class of Shawano High School collected information from local employers that is presently being published as a Community Resource Guide. The Guide is intended to be used in the schools and community for a variety of purposes contributing to the Career Education program.
5. A "Job Fair" night was held at Shawano High School for all Grade 8-12 students and their parents in the District to include the Partner Schools.

f. "Local objective six reads, Improve communication systems via extended inservice working with individual and groups of teachers and District Newsletter."

The project director could not find the time to publish a District Newsletter as intended. This objective is changed to read as follows:

Improve communication systems via extended inservice and working with individual and groups of teachers.

1. The previously identified Wisconsin Senior Survey and Five Year Follow-up reports were presented to the Board of Education, School Administrators, District Department Chairmen, and Counselors.
2. A two hour Career Ed inservice has been conducted for the Partner School Administrators and staff. This program was presented in the District Schools the previous year.
3. A status chart has been developed to show where attention needs and is being focused in working with individual and groups of teachers and administrators in the District's integrated Career Education program. This status chart along with the local Career Ed Criteria List that defines the District's total Career Education program has been presented to all the School Administrators, District Department Chairmen, and Counselors.

g. "Local objective seven reads, Implement a functional Career Guidance Plan (6-8) that would include articulation with curriculum, self development, decision making skills, transitional skills and learner outcomes."

The program has been implemented as described.

Improvement Activities

"In line with the second Consortium-wide objective concerning incremental improvement, the Shawano-Gresham School District established the following criteria for improvement:"

NOTE: The thirty-seven criteria presented on the following chart are intended to illustrate the focus of the total Career Education Program. The goals for this project year were to improve on any of the listed criteria where need and time permitted. As a result, the following significant incremental improvements were made on the following criteria.

Criteria 1

Inservice Education of Administration (Direct or Indirect) (Individual or Group)

On three separate occasions the project director addressed the total Administrative staff in the District on Career Education issues. The issues included:

1. Presented a report on the Wisconsin Senior Survey for the 1975 and 1976 graduating classes.
2. Presented a Five Year Follow-up Study on the graduating class of 1975.
3. Presented a status report on the selected criteria representing the total Career Education program and the integrated Career Education curriculum.

Criteria 3

Inservice Education of Counselors (Direct or Indirect) (Individual or Group)

On three separate occasions the project director addressed the total Counseling staff in the District on Career Education issues. The issues included:

1. Presented a report on the Wisconsin Senior Survey for the 1975 and 1976 graduating classes.
2. Presented a Five Year Follow-up Study on the graduating class of 1975.
3. Presented a status report on the selected criteria representing the total Career Education program and the integrated Career Education curriculum.

Criteria 18, 19, 20, 21, and 22

Career Education Activities in the Home of Preschool and K-12 parents.

A Career Education Activities in the Home of Preschool and K-12 Parents program was developed. Programs were distributed to students to take home to their parents.

Through the cooperation of a local bank, Career Ed materials were mailed to all the parents of sophomore and junior students.

Criteria 35

Follow-up Data (End of Year Seniors)

The local project evaluator prepared a documented report based upon the data provided by the seniors of the graduating classes of 1975 and 1976 through the Wisconsin Senior Survey. The outcomes provided a great deal of direction that can be addressed to the local Career Education program.

Criteria 37

Follow-up Data (Graduating class of last Five Years)

The local project evaluator prepared a documented report based upon the data provided by the graduating class of 1971. The outcomes provided a great deal of direction that can be addressed to the local Career Education program.

Consortium 5 Shawano

Self Imposed CE Incremental Improvements

	Criteria	Attainment Standards	June 30, 1977 Goal
1.	Inservice Education of Administration Direct or Indirect Individual or Group	100% Administrators One or more times	Attain
2.	Inservice Education of Teachers Direct or Indirect Individual or Group	100% Teachers One or more times	Attain
3.	Inservice Education of Counselors Direct or Indirect Individual or Group	100% Counselors One or more times	Attain
4.	C.E. Activities in Elementary School Classrooms	Integrated C.E. activities in 80% of subject areas Results available	Maintain
5.	C.E. Activities in Middle School Classrooms	Integrated C.E. activities in 75% of subject areas	Attain
6.	C.E. Activities in High School Classrooms	Integrated C.E. activities in 25% of subject areas	Attain
7.	Participation of Community Resource People in Elementary Schools	100% of classrooms One or more times	Attain
8.	Participation of Community Resource People in Middle Schools	100% of classrooms One or more times	Attain
9.	Participation of Community Resource People in High Schools	75% of courses One or more times	Attain

10.	Field Trips for Elementary School Students	100% of students Two or more times	Attain
11.	Field Trips for Middle School Students	100% of students Three times or more	Attain
12.	Field Trips for High School Students	100% of students Four times or more	Attain
13.	School Board Official Endorsement	School Board Commitment	Maintain
14.	Evaluation and Effectiveness of Elementary School C.E. Program	Results available	Maintain Attain more
15.	Evaluation and Effectiveness of Middle School C.E. Program	Results available	Maintain Attain more
16.	Evaluation and Effectiveness of High School C.E. Program	Results available	Maintain Attain more
17.	C.E. Coordinating Council with reps. from School and Community	In operation	Attain
18.	C.E. Activities in Home of Pre-School Parents	10% parents Some activity	Attain
19.	C.E. Activities in Home of K-4 Parents	50% parents Some activity	Attain
20.	C.E. Activities in Home of 5-7 Parents	35% parents Some activity	Attain
21.	C.E. Activities in Home of 8-10 Parents	20% parents Some activity	Attain

22. C.E. Activities in Home of 11-12 Parents	15% parents Some activity	Attain
23. C.E. Activities in Home of Post-School Parents	5% parents Some activity	Attain
24. Career Guidance Program Developed and Coordinated by Middle School Counselors	Results available	Attain
25. Career Guidance Program Developed and Coordinated by High School Counselors	Define Program	Attain
26. Program to Reduce Race and Sex Bias in Occupational Decision Making	Define Program	Attain
27. Vocational Ed. Programs/ Classroom Simulated or Community Experiences	Representing occupations in the fields of Office and Business Education, Agribusiness, Trade and Industry, Distributive Education, Health Occ.	Maintain
28. Career Decision-Making Activities in Middle Schools	Define-Opportunities for 100% students-Group Guidance/ Individual Counseling/others	Attain
29. Career Decision-Making Activities in High Schools	Define-Opportunities for 100% students-Group Guidance/ Individual Counseling/others	Attain
30. Director of C.E. has been hired for school system	On Staff	Maintain
31. Job Placement Activities for all School Leavers	Define Activities	Attain
32. Educational Placement Activities for all School Leavers	Define Activities	Attain

33.	Special C.E. Activities for Physically and Mentally Handicapped.	Define Activities	Attain
34.	Special C.E. Activities for High School Gifted/Talented	Define Activities	Attain
35.	Follow-Up Data End-Of-Year Seniors	Report available on 90% of school leavers	Attain
36.	Follow-Up Data Voc. Ed. Students	Report available on 100% of Vocational Graduates	Maintain
37.	Follow-Up Data Graduating Class of Last Five Years	Report available on 75% of graduates	Attain

Learner Outcome Activities

"In line with the third Consortium-wide objective concerned with improving activities related to identified learner outcomes, the Shawano-Gresham School District has made the following progress:"

a. To further improve C.E. activities aimed at developing positive attitudes towards learning and improving individual education achievement.

b. To further improve C.E. activities aimed at developing positive attitudes towards self and an awareness of one's interests, aptitudes, needs and values.

c. To further improve C.E. activities aimed at developing positive attitudes towards work and a broader awareness of occupations in the world of work.

d. To further improve C.E. activities aimed at developing a desire to explore and test one's interests and aptitudes in a variety of occupations.

e. To further improve C.E. activities aimed at developing career planning and decision-making skills.

f. To document that the above strategies have made a positive impact on students.

The following documentations are presented to show the positive impact the LEA Program has made on students.

1. The local project evaluator has developed a comparative detailed documented report that addresses the status and needs of learners cited in objective (a) through (e). The report is based upon the data provided by the Third Party Evaluator through their series of evaluation instruments administered in the local schools during the past two project years. The comparative data show where improvements have been made as well as those areas where continuous efforts need to be focused. A copy of this report will be made available to local administrators, counselors, and other school personnel who provide leadership roles in Career Education.

2. A summary of these improvements have been reflected in statistics provided by the Third Party Evaluator relating to impacts the program has on students. The statistics were compiled from four separate instruments that address the desired learner outcomes identified in activity objectives, (a) through (e).

	1975-76 Mean	1976-77 Mean
Grade 3 **Picture** form (Perceptions related to career education)		
a) Indicate positive self perception	75.8	76.5
b) Ranking in consortium schools	2nd	2nd
Grade 6 **Form 1** (Career student interest form)		
a) High level of interest and self perception	107.8	110.9
b) Ranking in consortium schools	5th	4th
Grade 9 **Form 3** (Attitudes toward work)		
a) Positive attitudes toward work	79.1	
Very positive attitude toward work		112.7
b) Ranking among consortium schools	3rd	1st

Grade 12

In preparing the 1976-77 Wisconsin Senior Survey report, the statistics show some notable improvements made over the two previous year's studies in several areas.

3. End of year evaluation data has been collected from these discipline areas that would address objectives a, b, and c.
   Science K-8
   Math 1-8
   Home Economics (Grade 8 Co Ed)
   World of Construction (Grade 8)

4. End of year evaluation data has been collected from the Career Guidance Program (6-8) that would address objective e.

NOTE: All the cited evaluations in items 3 and 4 were administered during the last week in May. A report of data obtained is available upon request. The evaluation for Career Guidance has been programmed and will be processed through the Third Party Evaluator.

10. Project Participants

See attached Participant Summary Report.

NOTE: Total student enrollment figures are reported since all are involved in some aspects of the District's Career Education program.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

***NOTE.** Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.*

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS *(see NOTE above)* WHO ARE	RACE/ETHNICITY *(all Participants including Handicapped, Gifted and Talented, and Low Income)*						OF THE TOTAL *(column (6)* NUMBER WHO ARE			OF THE TOTAL *(column (6)* NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE *(1)*	ASIAN OR PACIFIC ISLANDER *(2)*	BLACK/ NEGRO *(3)*	CAUCASIAN/ WHITE *(4)*	HISPANIC *(5)*	*TOTAL (sum of columns (1) through (5))* *(6)*	HANDI-CAPPED *(7)*	GIFTED AND TALENTED *(8)*	LOW INCOME *(9)*	MALE *(10)*	FEMALE *(11)*
STUDENTS											
ELEMENTARY *(K-6)*	175	4	1	1000	3	1183	97	No record	248	619	564
MIDDLE/JUNIOR HIGH *(7-9)*	176	0	0	644	0	820	48		171	389	431
SENIOR HIGH *(10-12)*	73	1	0	777	0	851	23		168	429	422
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS *(non-matriculated)*											
SUB-TOTAL	424	5	1	2421	3	2854	168		587	1437	1417
EDUCATIONAL PERSONNEL											
TEACHERS	3			135		138				70	68
COUNSELORS				8		8				5	3
ADMINISTRATORS				12		12				11	1
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY				120		120					
PARENTS				300		300					
OTHER *(specify)* AV Spec	1			9		10					
TOTAL	428	5	1	3005	3	3442					

OE FORM 467, 2/76

SHAWANO

11. Evaluation

a. "Local objective one reads, Conduct workshops that would integrate Career Development into Local Curriculum according to the District's plan(SEA Guidelines) for disciplines (courses) not previously identified, primarily (9-12)."

Documented materials were produced to show evidence that this objective has been met. Integrated programs have been developed in these discipline areas.
1. Home Economics (Grade 9)
2. Home Economics, Partial programs in these courses; Foods, Clothing, Child Development, Home Management, and Family Living.
3. General Math (Grade 9)
4. Music-Vocal (Grade 6-7, 9) [Extra curricular activities included as well]
5. Beginning Typing
6. French (9-12) and applied towards other foreign language as well.

NOTE: Complete sets of these materials are available upon request.

Extended activities were included to meet this objective as well. Workshops were conducted to study two highly credible Career Education materials. Plans were developed by workshop participants to use these materials in programs as cited below.

1. Wisconsin Occupational Information System (Social Studies, Vocational Education, Career Guidance Plan 9-12)
2. Employability Skills (Socail Studies, Language Arts, Career Guidance Plan 9-12, Vocational Education)

NOTE: Complete sets of these materials are available upon request.

In addition, a team of local vocational educators participated in a workshop that focused on Human Development in the Vocational Classroom. As a result of their experience, the group prepared a plan they felt they could self impose and share with other members of the vocational department as well as with other members of the faculty.

NOTE: A copy of this material is presented in Addendum A.

In line with this objective, a special program was developed that addressed itself to the various disciplines. The material intended to be used at the fifth grade level. Instructional packages were prepared and identified as follows:

"Education, Who Needs It?"
"Science, Who Needs It?"
"Math, Who Needs It?"
"Social Studies, Who Needs It?"
"Language Arts, Who Needs It?"
"Art and Music, Who Needs It?"
"Health and Physical Education, Who Needs It?"
"Reading, Who Needs It?"

These materials were shared with the partner schools.

NOTE: A complete set of activity sheets from these materials are provided in Addendum B. A complete set of the total package is available upon request.

b. "Local objective two reads, Continue to update, revise Career Development into disciplines where curriculum change has and/or will occur (K-12)."

Documented materials were produced to show evidence that this objective has been met. Integrated career development programs that were updated and revised include the following:

1. Math (K-8)
2. Science (K-8)
3. Social Studies (K-8)
4. Shawano High School Career Guidance Plan, (9-12)
5. Science (Grade 9)
6. Correlated Career Ed activities added to existing units in Physical Science, Biology, Chemistry and Physics programs.

NOTE: Complete sets of these materials are available upon request. Sample sheets for correlated Science activities related to item six are included in Addendum C.

c. "Local objective three reads, To gather more evaluation data to show effectiveness of program."

Documented reports were produced to show evidence that this objective has been met.

A detailed comparative report was prepared on the 1975 and 1976 Senior Survey. Although the results of each study showed little significant differences, the report was very helpful for continuous support of Career Education in substanciating needs.

A similar report was prepared this year to compare the 1975, 1976 and 1977 Senior Surveys. This study showed that improvements were made in several categories.

NOTE: Copies of these studies are available upon request.

A comparative report was prepared from the information collected in 1976 and 1977 by the Third Party Evaluator from students and staff (to include the Partner Schools). Improvements are cited in various areas. This report is intended to be disseminated to school administrators and faculties of the District and Partner Schools to generate additional self concerns on the need for career education.

NOTE: A copy of this report is available upon request.

Evaluation instruments for various integrated career education programs were revised.

Those documented include:
1. Math (K-8)
2. Science (K-8) and (9-12)
3. Physical Education (1-5)
4. Career Guidance (6-8)

Evaluation instruments were administered to all students in the following integrated Career Education programs:
1. Math (K-8)
2. Science (K-8)
3. Career Guidance (6-8)
4. Home Economics (Grade 8 Co-Ed)
5. World of Construction (Grade 8)

A report will be documented at a later date to show the effectiveness of these programs.

NOTE: A sample copy of the Math instrument for grade three is provided in Addendum D.

d. "Local objective four reads, Use the results of Wisconsin Senior Survey and Five Year Follow-up Study to improve program.

Two workshops were conducted at the completion of the school term to address needs identified in both the Wisconsin Senior Survey and Five Year Follow-up Study. The workshop teams consisted of personnel from Shawano High School to include; the principal, a counselor, a teacher from the Vocational Education Department, a teacher from the Language Arts and Social Studies Department, and a research assistant. The team made a study of two highly credible instructional materials and developed a plan to implement them into the Career Education program. Both materials, Employability Skills and Wisconsin Occupational Information System, are products of the Wisconsin Vocational Studies Center, University of Wisconsin, Madison.

NOTE: Copies of these plans will be available at a later date.

e. "Local objective five reads, Improve non curriculum supporting functions and/or services."

1. Through the compliments of a local bank, Career Ed materials were mailed to all parents of sophomore and junior students in the District.

   Approximately 120 out of 600 (20 per cent) parents indicated by return mail they discussed the materials with their children.

2. A "Career Education Activities in the Home for Parents" was developed. Separate activities were designed for Preschool, K-4, 5-7, 8-10 and 11-12. Included in the program was a letter addressed to the parents, introduction to the program, a developmental chart and suggested bibliography. The programs were distributed throughout the District schools and the Partner Schools as well.

Approximately 3200 copies of the program were distributed to all students (K-12) in the LEA schools and the Partner schools (1-8) to take home to their parents. Preschool programs (about 200) were mailed to parents in the LEA schools. The Partner schools used other distribution methods.

The parents were asked to respond on a card whether or not they would participate in the program. These tallies showed 474 parents participated and 442 decided not to do so.

Problems were identified in the presentation and distribution process. Solutions to these problems are anticipated to improve parent participation in the program.

NOTE: A sample copy of the programs to include parent activities for grades K-4 are provided in Addendum E.

3. Job Service has included the local school system in a project that focuses on the following criteria:
   a. Identify job status throughout the county in which the local school district is located.
   b. Identify the future job outlook.
   c. Identify job entry skills.
   d. Individual characteristics necessary to maintain employment.
   e. How to interview; write resume's
   f. Provide suggestions to improve school curriculum

   Job Service has made several appearances in the District's Secondary Schools to explain their program to students.

   The areas identified in this joint project will add to,supplement, reinforce and provide additional depth to the LEA program. Beginning next year, Job Service will provide a representative to spend a specific amount of time per week to further accommodate the program.

4. The Journalism Class of Shawano High School collected information from local employers that is presently being published as a Community Resource Guide. The Guide is intended to be used in the schools and community for a variety of purposes contributing to the Career Education program.

   Requests were mailed to forty-four employers to provide the desired information to publish a Community Resource Guide. Twenty-six of them cooperated. These employers represented those who employed approximately twenty persons. Guides will be presented to all employers who participated as well as those who did not to encourage continued cooperationa and incentive for those employers who were not represented.

   NOTE: A sample product is included in Addendum F.

5. A "Job Fair" night was held at Shawano High School for all Grade 8-12 students and their parents in the District to include the Partner schools.

Under the direction of one of the guidance counselors this program was attended by 252 students and parents. Forty-one resource people made presentations representing thirty-eight different occupations.

f. "Local objective six reads, Improve communication systems via extended inservice and working with individual and groups of teachers.

1. The previously identified Wisconsin Senior Survey and Five Year Follow-up reports were presented to the Board of Education, School Administrators, District Department Chairmen, and Counselors.

   Each report was presented at separate inservice meetings to these groups:
   a. Board of Education (9)
   b. School Administrators (9)
   c. District Department Chairmen and Counselors (9)

   The discussion, interactions, and concerns expressed by these groups after the reports were presented indicated the effectiveness of this communication activity.

2. A two hour Career Ed inservice has been conducted for the Partner School Administrators and staff. This program was presented in the District Schools the previous year.

   This inservice meeting was attended by twenty-nine (100 percent) members of the Partner School staffs; Sacred Heart and St. James Parochial Schools (1-8). According to the responses of the participants, the activity provided adequate communications.

   A tally sheet is provided in Addendum G to illustrate the effectiveness of the activity.

3. A status chart has been developed to show where attention needs and is being focused in working with individual and groups of teachers and administrators in the District's integrated Career Education program. This status chart along with the local Career Ed Criteria List that defines the District's total Career Education program has been presented to all the School Administrators, District Department Chairmen, and Counselors.

   The discussions, interactions, and concerns expressed after meetings with these groups indicated they had a better understanding and direction of the total Career Education program.

   The teachers who have been working individually and in groups with the project director have also indicated the charts gave them a better understanding and direction of the total Career Education program.

   NOTE: Both charts are presented in Addendum Ha and Hb

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g. "Local objective seven reads, Implement a functional Career Guidance Plan (6-8) that would include articulation with curriculum, self development, decision making skills, transitional skills and learner outcomes."

NOTE: A sample evaluation instrument is presented in Addendum I. A report of data obtained is available upon request.

h. Other Evaluation Activities

In assessing the Third Party Evaluator's comparison report on the number of activities conducted by elementary, middle and high school teachers and counselors in 1975-1976 and 1976-1977, the results are as follows:

Elementary Teachers
Gains were realized in nine out of thirteen activity areas.
Losses were realized in one out of thirteen activity areas.
Three activity areas remained the same.

Middle and High School Teachers
Gains were realized in nineteen out of twenty-seven activity areas.
Losses were realized in seven out of twenty-seven activity areas.
One activity area remained the same.

Counselors
Gains were realized in twelve out of fifteen activity areas.
Losses were realized in two out of fifteen activity areas.
One activity area remained the same.

In comparison to the other Consortium Schools (6) in first rankings, the LEA was well represented as follows:

Elementary Teachers
Ranked first in seven out of thirteen activities.

Middle and High School Teachers
Ranked first in ten out of twenty-seven activities.

Counselors
Ranked first in seven out of fifteen activities.

Improvement Activities
See results of improvement activities in Part B.

Learner Outcomes
See results of learner outcome activities in Part C.

12. Anticipated Changes and/or Problems

No changes are cited at this point to implement the project as presented in this report. Management problems can be anticipated in implementing the project because of the increased involvement of the school, home, and community in more activities addressing the Career Education needs to students from both the LEA and Partner schools.

13. Dissemination Activities

Product - Wisconsin Senior Survey

Five Year Follow-up

These reports were presented to the following target groups:

1. Members of the Consortium
2. LEA School Board
3. LEA Administrative Staff
4. LEA Department Chairmen and Counselors

Product - K-8 Integrated Career Education Science Curriculum

1. Consortium Schools
2. Partner Schools

Product - Career Education Activities in the Home for Parents

1. LEA and Partner School parents (3400)
   Distributed to students to take home to parents.
2. Consortium Members
3. Six sent to school districts outside of Wisconsin.

Product - Community Resource Guide

1. Consortium Members
2. District School Personnel
3. Community Agencies
4. Partner Schools
5. LEA and Partner School Students

Product - Instructional Packages:
"Who Needs It?" Series

-Education
-Math
-Science
-Reading
-Social Studies
-Health and Physical Education
-Art and Music
-Language Arts

1. Partner Schools

Product - Career Education Materials for Sophomore and Junior Parents

1. Consortium Schools
2. Sophomore and Junior Parents (600)

Product - Career Education Inservice Meeting and Materials

1. Partner Schools

Product - Teacher and Student Report on Third Party Evaluator's Needs Assessment Conducted Concurrently with Partner Schools

1. Partner Schools

Product - Career Guidance (6-8) Plan Evaluation Report. (Partner School students participated (8th Grade only) to show program effectiveness and needs assessment.)

1. LEA Counselors
2. Partner Schools

14. Special Activities

A compliance officer has been appointed in the District.

He will attempt to coordinate activities and personnel to reduce race and sex stereotyping in career decision making. Every effort will be employed to provide objective information to students which will enable them to decide for themselves as to whether or not any educational activity provided by the District will meet their needs and interests.

The LEA project director and the Districts Special Education Director attended two joint meeting (workshop) that was intended to accommodate the exceptional need students in job skills development. Subsequent meetings have been held between them to further develop a plan. A special educational consultant has addressed LEA vocational staff on this topic. Some progress has been realized.

ADDENDUM A

HUMAN DEVELOPMENT IN THE VOCATIONAL CLASSROOM ENVIRONMENT

(AFFECTIVE EDUCATION PROGRAM)

Dr. Philip Thompson

Presented by:

Jerry [illegible]esielczyk (Not taking credit)
Angela Cyr
Genevieve Newton
Fred Ponschok
Shawano Vocational Educators

June 22, 1977

HUMAN DEVELOPMENT IN THE VOCATIONAL CLASSROOM ENVIRONMENT
(AFFECTIVE EDUCATION PROGRAM)

DEFINITION AND POTENTIAL

In our opinion the definition of Affective Education programs is to help students and staff become more knowledgeable and proficient in the following interpersonal skill areas:

1. Become better communicators--both listeners and speakers by not making assumptions and/or sending dual messages.
2. To learn different approaches to problem-solving, decision-making and conflict resolution. This requires learning specific sets of skills. (e.g. Problem-solving, Active listening, Sending "I" messages and etc.)
3. Being responsible and accountable for individual actions within interpersonal situations. This requires application of self-control and identification and selection of "choices".
4. Determine ways to effectively change behavior. (e.g. Change self, Change others, Change environment.)
5. Develop positive feelings about self, others and school and how to deal with them. This requires introspection followed by action if problems are to be remedied.

We feel that the potential for these skills will be to help both students and staff develop a sense of adequacy and competency in these areas. The staff can use these skills to develop a learning environment conducive to an effective teacher-learner relationship. The students can use these competencies responsibly in school/life/work situations.

SUMMARY OF EACH SESSION

Topic: "Identifying the Problem"
Presenter: Louise Thompson, Boston University

Mrs. Thompson discussed methods of "Identifying the Problem" through acquiring and implementing interpersonal skills which would lead to more effective teacher-learner relationship. She cited examples of how this could be accomplished through utilization of concepts identified in:

Classroom Management-Glasser
Effectiveness Training-Gordon
Transactional Analysis-Burke
Democracy In The Classroom-Dreikurs

Topic: "Techniques and Methods of Solving the Problem"
Presenter: Robert Pike, National Sales Director, Personal Dynamics, Inc.

Mr. Pike emphasized the importance of interpersonal skills in work situations. (15% depends on technical skills, 85% depends on people skills.) He stated that the most important employee qualification is a person's attitude toward work and staff. He also cited what he considers to be three ways to "teach" people on the job, they are:

1. You can tell them.
2. Quote statistics.
3. Experience based learning.

Topic: "Problem Solving Opportunities"
Presenter: Jim Kern, Winona State University

Mr. Kern's presentation concentrated on the attitudes and needs of students involved in vocational education (secondary and post-secondary). He introduced the concept of an authority spectrum progressing from extreme permissiveness to absolute rigidity and the resulting consequences in teacher-student interaction. He recommended the most positive results are obtained through mid-position on this spectrum. The instructor who is firm but fair would produce the most positive teacher-student learning interaction.

Topic: "Planning for Implementation"
Presenter: Will Roy, UW-Milwaukee

Mr. Roy describes "8 Common Mind Sets" usually found in insitutions providing "education".

1. Mount Everest--Go from bottom to top in specified time and way with no deviations. (e.g. Cover curriculum in one semester as written.)
2. American Dream--Everyone knows the standards and he will make it if he wants to.
3. Melting Pot--Standarized everything and everybody and have one method of teaching for all.
4. Banking--Do now to prepare yourself for the future.
5. Monastic--Learning occurs only in school classroom.
6. Playing Fields of Eaton--Dog eat dog--therefore everything is competitive against others.
7. San Quentin--Discipline must be maintained at all cost.
8. Watergate--Pass the buck--College down through parent. Blame someone else.

He suggested "breaking free" of Mind Sets through use of productive thinking, logical relationships association, and identification of "my" and "your" goals.

Topic: "Selecting and Developing Instructional Materials"
Presenter: Jim Benson, UW-Stout

Dr. Benson's session was a continuation of the attitudes and needs of vocational education students.

Topic: "Selecting and Developing Instructional Materials"
Presenter: Jim Benson, UW-Stout (continued)

This session dealt mainly with identification of materials and three learning areas--Cognitive, Affective, Psycho-motor--that might be used in helping to attain appropriate solutions of these needs. He stressed the importance of student feedback in evaluating the effectiveness of the program. Program and/or content can then be modified to more effectively provide opportunity for attainment of learner goals.

SUMMARY INCLUDING POTENTIAL APPLICATION

The week's workshop concentrated on methods of affecting "Good" teacher-learner relationships and/or the importance of interpersonal skills. The content emphasized identification and application of teacher effectiveness concepts identified by Gordon. Additional imput from previous sessions appeared to be intergrated but not emphasized.

The areas taken under consideration included:
"Identifying the Problem"
"Techniques and Methods of Solving the Problem"
"Problem Solving Opportunities"
"Planning for Implementation"
"Selecting and Developing Instructional Materials"
"Communication Skills Training"

The prime goal of the culmination of this extended workshop on Vocational Students "Their Attitudes and Needs" (5 sessions plus 5 days) was what skills do you need, how do you acquire them, how do you use them, how do you transmit them, and "Practice Makes Better".

We have developed some strategies for implementation of selected presentation areas; see attached report to Mrs. Thompson and handouts.

A PROPOSED MATERIALS LIST

"I LIKE ME" Jack Hyde, Robert Smith, John Travis
Mafex Associates, Inc. Copy right 1971

"LEARN TO EARN" Jack Hyde, Robert Smith, John Travis
Mafex Associates, Inc. Copy right 1971

"KNOWING YOUR SELF" William M. Kidwell, Director of
Placement, San Francisco State University
$3.96 B/ $2.97 (Text)

"I AIN'T WHAT I'M GOING TO BE" J. Marvin Robertson

FILMSTRIP/CASSETTE PROGRAM

"PEOPLE SKILLS" Harris and Touchman

DEWEY'S "FIVE STEPS OF PROBLEM SOLVING"

(1) Do you have a problem?

(2) What is your problem?

(3) What are possible solutions?

(4) What solution will you select and implement?

(5) Did the solution solve the problem? Yes_____ No_____

If "No", go back and start over with Step #1

Unit II--HUMAN BEHAVIOR (C)

____
NAME

____
DATE

Assignment#1

"Problem Solving" Given__________Due__________

A. Read, Understanding Human Behavior, M. E. Millikin; pages 54-55 "Developing Problem Solving Skills."

B. Answer the following questions (use back of page, if necessary).

1. Why should you use a "problem solving approach?"

2. How do you develop problem solving skills?

3. List and explain, in proper sequence, the steps of the problem solving technique described on page 54.

Unit II--HUMAN BEHAVIOR (C)

____
NAME

____
DATE

Assignment #2

"Problem Solving" *Given__________ Due_________*

A. *Select a current personal problem. Apply the problem solving approach. Describe, in writing, the technique used, solutions considered, reason for the solution selected, evaluation of outcome and your conclusion regarding how effective this approach is to solving real problems.*

Unit V--SELF AWARENESS (A)
Influences on Choice of Career

NAME ____________________

DATE ____________________

Assignment #1 Given__________ Due__________

"Identify Personal Interests Realistically"

A. Complete each activity listed below.

1. In each area listed below list the things you think interest you the most. In each list, put a star next to the activity which you most like to do.

SCHOOL	HOME	HOBBY	FREE TIME

2. For one week, keep a log (or record) of the amount of time you actually spend on each item listed in each column identified above. At the end of the week, total up the time spent on each activity and put it in Column #1 below (add any item or activity not included in list above).

Total amount of time according to log--------------	SCHOOL	HOME	HOBBY	FREE TIME

3. Compare list in #1 and #2 of this assignment. Do you really spend most time doing the things you said interests you most? YES______ NO______

If "NO" list below the things in each category you really spend most time doing based on results of log you kept. Put a star next to one you kept. Put a star next to one you do most in each category.

SCHOOL	HOME	HOBBY	FREE TIME

____
NAME

____
DATE

Assignment #1

"Insight Into Self" Given________Due_______

A. Read Understanding Human Behavior, M. E. Millikin, Pages 1-17.

B. Answer the following questions (use back of page, if necessary).

1. What is meant by "The philosophy of individual worth?"

2. What is meant by "the roles you play?"

3. List the roles you play.

4. What is meant by "your ability to understand others is limited until you have begun to understand yourself?"

5. List and define the challenges and responsibilities of health workers as discussed in Chapter I.

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SELF EVALUATION INVENTORY

NAME

DATE DUE

YOU LIKE TO DO

List At Least 15 Activities.

	Alone	With Others	Physical	Mental	Creative	Indoor	Outdoor	On The Job	Leisure	Risky	5 years Ago	5 years Future	Mother	Father	Church	Friends	Clubs	T. V.	Cost $5 or More	Time Per Week						
TOTALS																										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
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HUMAN DEVELOPMENT WORKSHOP
June 13-17, 1977

"Communication Skills Training"

Louise Thompson

Presented by:

Jerry Ciesielczyk
Angela Cyr
Genevieve Newton
Fred Ponschok

June 22, 1977

"COMMUNICATION SKILLS TRAINING"

The week's workshop generated new possible solutions for old problems. We do not know whether or not new applications are feasible or will prove to be effective in the classroom until we experiment with them. In the interim we will attempt to demonstrate some internalization of this imput through the following hypothetical teacher-learner interaction situations.

1. How to get a new group to develop a feeling of unity and group commitment to the learning experience.
    a. Community Building
    b. Acceptance--Non-acceptance
    c. Problem Ownership
    d. Active and Passive Listening ("I" Messages)
    e. Modifying Self--Others--Environment
    f. Problem Solving
    g. Conflict of Interest and Needs

2. Students coming consistently late to class.
    a. "I" Message--Teacher to Student
    b. Active and Passive Listening
    c. Problem Ownership
    d. Problem Solving

3. Not turning in assignments.
    a. "I" Message--Teacher to Student
    b. Active and Passive Listening
    c. Problem Ownership
    d. Problem Solving

4. Student coming to class with obvious body odor.
    a. "I" Message--Teacher to Student
    b. Active Listening to decide whether it is a need or value concept.
    c. Value Conflict
    d. "Consultant"

5. Student fails to complete assignments. (Failure to turn in/ or complete/ or meet standards.)

    Student initiates:
        a. Active and Passive Listen.
        b. Acceptance or Non-acceptance of student solution.
        c. Student solution unacceptable than Problem Solve.

5. (continued)

Teacher initiated:
  a. "I" Message
  b. Active and Passive Listen
  c. Problem Solve, if necessary
  d. If teacher owns the problem--Teacher could change self or environment.
    (e.g. Let student challange out unit exam and if she passes, skip the rest of the unit.)

6. Student comes in an volunteers that their on drugs.
  a. Active Listen
  b. Hired as "Consultant"
  c. Pray

To illustrate a practical application of each T. E. T. workshop strategy the following examples are cited:

1. COMMUNITY BUILDING
   Have each student introduce themselves the first day of class.
2. ACCEPTANCE--NON-ACCEPTANCE
   Student starts machine before being given the instructions.
3. PROBLEM OWNERSHIP
   *Other Person Owns Problem
      Student fails to see teacher for make-up assignment

   *I Own Problem
      Machine in classroom is not being cleaned properly.
4. LISTENING
   Student contacts teacher to discuss family problem.

Passive	Active
a. Nodding	a. Parroting
b. Body Movement	b. Paraphrasing
c. Smiling	c. Acknowledging
d. Eye Contact	d. Door Openers

5. MODIFY SELF--OTHERS--ENVIRONMENT
   Students are writing on desks.

   a. Self Accept writing on desks by students.
   b. Other Convince student to stop writing on desks.
   c. Environment Remove desks from classroom
6. PROBLEM SOLVING
   Decide what to do to earn money for your class.
7. CONFLICT OF INTEREST AND NEEDS
   Conflict of Interest--Value Clarification

      Student wears long hair
   Student thinks long hair is O. K.
   Teacher does not.

If we find that these concepts are indeed feasible and implementable and they work, we intend to spread the gospel to as many of the staff as we can get to listen. We will also recommend a series of inservices to be conducted by the School Social Worker, who has taken course work under Gordon. We feel this will not only generate interest amongst staff not currently familiar with these concepts but will also facilitate continued imput and reinforcement for those of us that have already been exposed.

ADDENDUM B

CONCEPT - Education and work are interrelated

GRADE 5

GEN. OBJ. 37a - realize that different kinds of work require varying degrees and types of educational preparation

37b - realize that occupational competency requirements influence the kind and degree of one's educational preparation

CURR.
AREA(S) Career Guidan

CAREER AND PLANNING PREPARATION

RESOURCES	ACTIVITIES	EVALUATION
Filmstrip - "Education, Who Needs It "	**Activity 1** Discuss the following questions or divide students into groups of three to respond to the questions of the class: 1. What jobs do you do around the house for which you need to know any of the subjects we are studying? 2. What shows do you watch on t.v. that show different careers? 3. What job do you think you'd like to have some day?	Student will be able: Discuss and/or interac on the topic of Educat related to specific ca
Cassette - "Education, Who Needs It "	Play cassette and show filmstrip. Discuss the following questions or divide students into groups of three to respond to the questions to the class: 1. What new jobs did you learn about today? 2. Do any of your parents have jobs in these careers? 3. What other jobs can you think of that relate to science, math, language arts, social sciences, art and music, etc.	

NCEPT - Education and work are interrelate

GRADE 5

GEN. OBJ. 37a - realize that different kinds of work require varying degrees and types of educational preparation

37b - realize that occupational competency requirements influence the kind and degree of one's educational preparation

CURR. AREA(S) Health - P.E.

CAREER AND PLANNING PREPARATION

RESOURCES	ACTIVITIES	EVALUATION
	Activity 1	
Filmstrip - "Health and Phy Ed, Who Needs It?"	Discuss the following questions or divide students into groups of three to respond to the questions to the class: 1. How does health help you in everyday life? 2. How does gym help you? 3. Who do you know that makes their living in health and gym?	Student will be able: To discuss and or interact on the topic of Health and Physical Ed related to specific careers.
Cassette - "Health and Phy Ed, Who Needs It?"	Play cassette and show filmstrip. Discuss the following questions or divide students into groups of three to respond to the questions to the class: OBJECTIVE: 1. How many careers were shown in the filmstrip? Which are they? 2. What does it take to be a professional athlete or dancer? 3. What other subject is important to a restaurant manager? (Mathematics) SUBJECTIVE: 1. Which of the careers did you like best? Why? 2. Pick a career and describe how health or phy ed is important to that career. 3. Do any of your parents work in any of the jobs presented?	

CONCEPT - Education and work are interrelated

GRADE 5

GEN. OBJ. 37a - realize that different kinds of work require varying degrees and types of educational preparation

37b - realize that occupational competency requirements influence the kind and degree of one's educational preparation

CURR. AREA(S) Mathematics

CAREER AND PLANNING PREPARATION

RESOURCES	ACTIVITIES	EVALUATION
Filmstrip - "Mathematics, Who Needs It?"	Activity 1 Discuss the following questions or divide students into groups of three to respond to the questions to the class. 1. How many of you have ever been on an airplane? Where did you go? 2. How many of you have savings accounts in banks? 3. Have any of you been to a professional football game?	Student will be able: To discuss and or inte on the topic of mathem related to specific ca
Cassette - "Mathematics, Who Needs It?"	Play cassette and show filmstrip. Discuss the following questions or divide students into groups of three to respond to the questions to the class: OBJECTIVE: 1. In which jobs do people handle money directly? 2. Where would a dress buyer work? 3. What do you call a person who designs buildings? 4. Why does an airline pilot need to know math? SUBJECTIVE: 1. Which jobs did you find the most interesting? Why? 2. What would a pilot and a truck driver have in common? (flight plan/road map) 3. Why are cash registers and adding machines similar?	

CONCEPT - Education and work are interrelated

GRADE 5

GEN. OBJ. 37a - realize that different kinds of work require varying degrees and types of educational preparation

37b - realize that occupational competency requirements influence the kind and degree of one's educational preparation

CURR. AREA(S) Reading

CAREER AND PLANNING PREPARATION

RESOURCES	ACTIVITIES	EVALUATION
	Activity 1	
Filmstrip - "Reading, Who Needs It?"	Discuss the following questions or divide students into groups of three to respond to the questions to the class: 1. Have you ever taken a long trip? 2. What did you need to know to get from one place to another? 3. How do you find someone's telephone number? 4. Who do you ask for advice when you're looking for a book?	Student will be able: To discuss and or intera on the topic of Reading related to specific careers.
Cassette - "Reading, Who Needs It?"	Play cassette and show filmstrip. Discuss the following questions or divide students into groups of three to respond to the questions to the class: OBJECTIVE: 1. Name two occupations that deal with traveling and reading? 2. Explain the words reheasal and performance and what occupation reheases and performs? 3. What is a script? SUBJECTIVE: 1. Why is it important for a stationmaster to be able to read? 2. If you were traveling by airplane what would the stationmaster be called? (Air Traffic Controller) 3. Who is your favorite T.V. actor/actress? Why?	

CONCEPT - Education and work are interrelated

GRADE 5

GEN. OBJ. 37a - realize that different kinds of work require varying degrees and types of educational preparation

37b - realize that occupational competency requirements influence the kind and degree of one's educational preparation

CURR. AREA(S) Science

CAREER AND PLANNING PREPARATION

RESOURCES

Filmstrip - "Science, Who Needs It?"

Cassette - "Science, Who Needs It?"

ACTIVITIES

Activity 1

Discuss the following questions or divide students into groups of three to respond to the questions to the class:

1. What kind of animals do you have at home?
2. What kind of plants do you or your parents grow?
3. What do you feed the plants and animals?

Play cassette and show filmstrip.

Discuss the following questions or divide students into groups of three to respond to the questions to the class:

OBJECTIVE:

1. Which careers in the film deal with animals and people?
2. Which careers deal with plants and chemicals?
3. What is another name for drugstore?

SUBJECTIVE:

1. What would you rather work with: plants, animals, or people?
2. Why do you think a zookeeper and a doctor have similar jobs?
3. Which of the careers did you like best? Why?

EVALUATION

Student will be able:

To discuss and/or intera on the topic of science related to specific care

CONCEPT - Education and work are interrelated

GRADE 5

GEN. OBJ. 37a - realize that different kinds of work require varying degrees and types of educational preparation

37b - realize that occupational competency requirements influence the kind and degree of one's educational preparation

CURR. AREA(S) Language Arts

CAREER AND PLANNING PREPARATION

RESOURCES	ACTIVITIES	EVALUATION
Filmstrip - "Language Arts, Who Needs It?"	Activity 1 Discuss the following questions or divide students into groups of three to respond to the questions to the class: 1. Have any of you ever been to a T.V. studio? 2. What was it like? 3. What is your favorite book? 4. Who wrote it? 5. What is your favorite T.V. show?	Student will be able: To discuss and/or intera on the topic of Language Arts related to specific careers.
Cassette - "Language Arts, Who Needs It?"	Play cassette and show filmstrip. Discuss the following questions or divide students into groups of three to respond to the questions to the class: OBJECTIVE: 1. Of the occupations shown, which of them uses a typewriter? 2. What are galley proofs and manuscripts? 3. Why is reading, writing, and speaking important to a secretary? 4. Name two occupations that were shown that deal with reporting news? SUBJECTIVE 1. Which of the occupations did you like best? Why? 2. Is typing important to these occupations? Why? 3. Which would you rather write: poems, stories, or newspaper articles? Why?	

CONCEPT - Education and work are interrelated

GRADE 5

GEN. OBJ. 37a - realize that different kinds of work require varying degrees and types of educational preparation

37b - realize that occupational competency requirements influence the kind and degree of one's educational preparation

CURR. AREA(S) Social Studie

CAREER AND PLANNING PREPARATION

RESOURCES	ACTIVITIES	EVALUATION
Filmstrip - "Social Studies, Who Needs It?"	**Activity 1** Discuss the following questions or divide students into groups of three to respond to the questions to the class: 1. Who is your state senator? 2. Have you ever been inside a police station? 3. Where is the closest Post Office? 4. Do you read the newspaper? 5. What is an editorial page?	Student will be able: To discuss and/or inte on the topic of Social Studies related to spe careers.
Cassette - "Social Studies, Who Needs It?"	Play Cassette and show filmstrip. Discuss the following questions or divide students into groups of three to respond to the questions to the class: OBJECTIVE: 1. What subject is important to a mail carrier? Why? 2. What is a zip code? 3. Who makes the laws in our country? 4. Who makes sure the laws are obeyed? 5. Why does a newspaper editor need a knowledge of history? SUBJECTIVE 1. Which career did you like the best? Why? 2. Do you know any police officers? 3. What is the name of thenewspaper you read a lot?	

CONCEPT - Education and work are interrelated

GRADE 5

GEN. OBJ. 37a - realize that different kinds of work require varying degrees and types of educational preparation

37b - realize that occupational competency requirements influence the kind and degree of one's educational preparation

CURR. AREA(S) Art and Music

CAREER AND PLANNING PREPARATION

RESOURCES	ACTIVITIES	EVALUATION
Filmstrip - "Art and Music, Who Needs It?"	**Activity 1** Discuss the following questions or divide students into groups of three to respond to the questions to the class: 1. What is your favorite song? 2. Who sings it? 3. What is your favorite comic strip? 4. Who is the artist?	Students will be able: To discuss and/or inte on the topic of art an music related to speci careers.
Cassette - "Art and Music, Who Needs It?"	Play cassette and show filmstrip. Discuss the following questions or divide students into groups of three to respond to the questions to the class: OBJECTIVE 1. Name three occupations where you need to know about art and paint? 2. Explain how a song is made into a record. 3. Which occupation uses a mixing machine? 4. How many different meanings does the word conductor have? SUBJECTIVE 1. Would you like to read music someday? Explain why. 2. Who would like to draw cartoons for a magazine or newspaper? Why? 3. What musical instruments can you play, if any?	

NAME ______________________________ DATE ______________________________

CLASS ______________________________ TEACHER ______________________________

STUDYING TO BECOME A SCIENTIST

So you think you want to become a biologist! Do you really know what you are getting into? It is sometimes easy to get excited about a career in science without knowing very much about the specific kind of work that scientists (biologists, for example) really do. When you look more closely at this work, you may find that it isn't really all you thought it would be or hoped it would be.

For example, do you know that in order to become a biologist you will probably need to study a good deal of chemistry, some physics, and a certain amount of mathematics? If you absolutely detest the thought of studying chemistry, you had better give some second thoughts to making biology your vocation!

This exercise is designed to help you find out a little more about some of the "other things" that are involved in some scientific careers. You should select two scientific vocations to study (choose as specifically as possible: microbiologist instead of biologist, for example). Then, try to find out what subjects you will have to study *besides* those in the major field itself. Don't worry about listing the liberal arts courses that *any* student will be studying, but concentrate on scientific subjects other than those of the major field.

You can probably find this information in a number of places, but one of the easiest and most direct sources is the shelf in your library that holds college catalogues. These catalogues will generally list the courses you will have to study in order to earn a degree in chemistry, biology, physics, or some other science. Find the career you have chosen to study, and make a list of all the other courses you will need to have besides those in your major. Choose more than one college catalogue for each major, because some colleges have different requirements.

Perhaps you have selected a vocation which does not require a college degree. You can probably still find the same information in catalogues of junior or community colleges, technical or nursing schools, or other specialized institutions that provide training in the area you are interested in.

Write your list on the reverse side of this sheet and indicate the jobs you selected, course requirements, and catalogues used.

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CONCEPT 6 - Education and work are interrelated.

GRADE 3

GEN. OBJ. 37a - realize that different kinds of work require varying degrees and types of educational preparation.

CURR. AREA Math

CAREER PLANNING AND PREPARATION

RESOURCES	ACTIVITIES	EVALUATION
School (Class activity) 3EF-3	Have students list the occupations and work that utilize the concept of "array." Discuss how arrays are used in each job and how using arrays help them. Examples: Store clerk - setting up shelves and products-saves space, easy to find, etc. Gardener or Farmer - arrangement of crops, easy to plow and cultivate, order in the garden, separate plants, etc.	The student is able to give examples of occupations that use arrays and give reasons why arrays might help them.

Underline the correct answer:

(1) The (meter, inch, gram) is used to measure length in the Metric system.

(2) It would take longer to (Sharpen your pencil, get recess milk, comb your hair).

(3) If you have 30 cents, how many 5¢ pencils can you buy? (three, six, seven)

(4) Underline the example which is not an array. (checkerboard, a cornfield, a bag of jellybeans)

(5) Each cookie at the bakery costs 10¢. How much would 5 cookies cost? (15¢, 25¢, 50¢)

(6) A grocer puts an array of 6 cans of soup in each row, and he has 7 rows. How many cans of soup are in the array? (36, 48, 42)

(7) Brushing your teeth takes (more, less) time than taking a bath.

(8) The (gram, ounce, liter) is used to measure weight in the Metric system.

(9) The (gram, liter, quart) would be used to measure liquids in the Metric system.

(10) Arrays can help you with multiplication facts. (Yes, No)

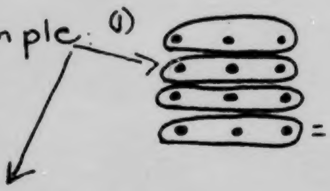
Name ____________ Date ____________

Objective 38F-3

Introduce and drill on Multiplication of 3's and 4's.

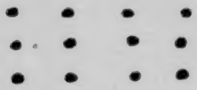
Study the arrays: Can you get the answer by adding? You can more quickly get the answer by multiplying the two numbers.

Example: (1)



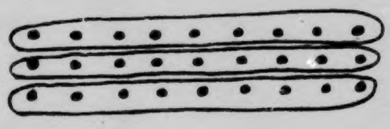
= 12 3 x 4 = 12

(2)



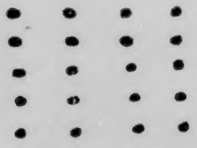
= 12 4 x 3 = 12

(3)



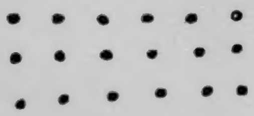
= ____ 9 x 3 = ____

(4)



= ____ 4 x 5 = ____

(5)



= ____ 6 x 3 = ____

The answer in multiplication is called the product.

Name ____________ Date ____________

Objective 38F-3

(1)	4	6	3	5	2	3	4	0
	×9	×4	×3	×3	×3	×6	×4	×3
(2)	3	9	7	4	2	9	3	4
	×7	×4	×3	×8	×7	×2	×0	×3
(3)	0	3	3	4	6	8	4	3
	×2	×1	×4	×1	×3	×4	×3	×5
(4)	2	7	3	2	5	4	4	3
	×5	×2	×4	×3	×4	×0	×7	×3
(5)	3	2	8	8	3	0	2	4
	×2	×4	×2	×3	×2	×4	×4	×6
(6)	5	2	9	3	4	4	1	1
	×2	×6	×3	×8	×4	×2	×2	×3
(7)	3	1	4	7	2	6	1	2
	×9	×4	×5	×4	×8	×2	×2	×9

Name ____________ Date ____________

Objective 38F-3

(1)	9	2	3	2	4	2	6	8
	×3	×8	×3	×4	×5	×3	×3	×4
(2)	5	3	7	6	2	7	4	3
	×4	×4	×3	×4	×2	×2	×3	×1
(3)	4	3	3	8	3	4	1	2
	×9	×9	×5	×3	×4	×0	×3	×4
(4)	4	8	2	3	4	1	4	4
	×2	×2	×3	×3	×4	×4	×2	×8
(5)	2	5	3	4	9	3	3	3
	×7	×3	×2	×7	×4	×7	×0	×6
(6)	4	5	2	1	2	7	0	4
	×3	×2	×6	×2	×9	×4	×4	×1
(7)	2	2	9	4	4	0	3	4
	×0	×5	×2	×4	×6	×3	×8	×0

Name ____________ Date ____________

Objective 38F-3

(1) 4 × 9 = ____

(2) 8 × 4 = ____

(3) 3 × 7 = ____

(4) 8 × 3 = ____

(5) 3 × 3 = ____

(6) 5 × 4 = ____

(7) 4 × 8 = ____

(8) 4 × 4 = ____

(9) 3 × 6 = ____

(10) 4 × 3 = ____

(11) 3 × 9 = ____

(12) 9 × 4 = ____

(13) 4 × 6 = ____

(14) 7 × 4 = ____

(15) 3 × 5 = ____

(16) 6 × 3 = ____

(17) 3 × 8 = ____

(18) 6 × 4 = ____

(19) 4 × 5 = ____

(20) 4 × 7 = ____

(21) 9 × 4 = ____

(22) 3 × 4 = ____

(23) 5 × 3 = ____

(24) 6 × 4 = ____

Name ________ Date ________

(Review)

Work these problems. Watch the signs.

(1) 6 x 0 = ___

(2) 532 + 68 = ___

(3) 9 x 1 = ___

(4) 3 x 7 = ___

(5) 991 − 799 = ___

(6) 0 x 1 = ___

(7) $\begin{array}{r} 56432 \\ -\ 7463 \\ \hline \end{array}$

(8) $\begin{array}{r} 9731 \\ +\ 7699 \\ \hline \end{array}$

(9) $\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$

(10) $\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$

(11) $\begin{array}{r} 32962 \\ +\ 99998 \\ \hline \end{array}$

(12) $\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$

(13) $\begin{array}{r} 6321 \\ -\ 5872 \\ \hline \end{array}$

(14) $\begin{array}{r} 7 \\ \times 0 \\ \hline \end{array}$

(15) $\begin{array}{r} 16 \\ \times 0 \\ \hline \end{array}$

(16) $\begin{array}{r} 939 \\ -\ 79 \\ \hline \end{array}$

(17) $\begin{array}{r} 1236 \\ +\ 9697 \\ \hline \end{array}$

(18) $\begin{array}{r} 2 \\ \times 1 \\ \hline \end{array}$

(19) 849 − 636 = ___

(20) 548 + 32 = ___

Name ________ Date ________

(1) Robert had 4 boxes in his wagon. He had 3 frogs in each box. How many frogs did he have in all? ____

(2) Nine cars were in the Bicentennial Parade. There were 3 people in each car. How many people were in the 9 cars? ______

(3) Joe had 3 pockets in his jacket. He had 8 pennies in each pocket. Joe had ______ pennies in his pockets.

(4) Seven girls were walking in the woods. They each found 3 different leaves. How many leaves did they all find?

(5) There were 4 families at the picnic. Each family had 6 children. How many children were at the picnic?

ARNOLD A. GRUBER
Superintendent
FREDERICK J. DAVEL
Director of Instruction

SHAWANO - GRESHAM SCHOOL DISTRICT
SHAWANO, WISCONSIN 54166
Telephone 715/526-3195

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Dear Parents:

Do you know how important you are to your children when they attempt to make decisions concerning their careers? You are number ONE! According to local, state, and national studies, high school seniors rank their parents as the prime source of information to help them make career decisions.

In recognition of your role, we have planned a developmental program we feel can be helpful to you. We hope that you will take the time to examine it. The intent of the program is to promote Career Education activities in the home.

In preparing the program, we followed the recommendations of specialists in the field of career and child development. The program consists of a list of activities that you can select to do with your children at various grade levels. The list probably includes some activities you already do. Hopefully, it might also suggest some additional activities. Whenever possible, we suggest that both parents become involved.

To give you a better understanding of the program, we have included an introduction, "Helping Your Child to Grow," and a Developmental Chart. We have also included a list of references available at the Shawano County Library that might interest you.

We are requesting that you complete the enclosed card and return it by mail or have your child return it to school.

If you decide to participate in the program, please follow the instructions on the Activity List. Keeping the list in an observable place will be a helpful reminder.

If you have any concerns or questions, feel free to call 526-2175 and ask for me. I would like to thank you for your cooperation in this joint home-school activity.

Sincerely,

Fred Ponschok

Fred Ponschok
District Director/Career
and Manpower Development

FP:mr

Enclosures

INTRODUCTION

"HELPING YOUR CHILD TO GROW"

As a parent, we know you have felt warm thrills as your child has grown in body, mind, and spirit. Each of us remember when our child first smiled, crawled, walked, and talked. Each step of development has been shared and guided by each one of us.

Each stage of growth from birth to adulthood offers new opportunities and new worries to a parent. Understanding the changes and knowing what to expect relieves some of the worry and helps us to be free to help the child. Maybe that is why grandparents are so helpful. They know that you survived growing up and know that your child will grow into responsible adulthood.

The chart, "Developmental Process and Career Concepts" is included to show you how your child - at his or her present stage - fits into the pattern of development. Use the chart and the list of activities as a "take-off point" to continue to help your child to grow.

No school can ever replace the positive influences you have as a parent with your child.

REFERENCES FOR PARENTS

These books are intended for reading by parents. You will be able to find these books at the Shawano City Public Library. It is only a partial list. If there is any other book [illegible] would like, consult Mrs. Bossell or Mrs. Kuehn. Those with an asterisk (*) are not at the library but could be obtained for you. There are also many books on careers and occupations in the library.

In addition, you may want to contact your local school professionals for other resources.

Baruch, Dorothy W.	NEW WAYS IN SEX EDUCATION
*Baruch, Dorothy W.	NEW WAYS TO DISCIPLINE
Baruch, Dorothy W.	HOW TO LIVE WITH YOUR TEENAGER
Blessington, John	LET MY CHILDREN WORK
Bond, Guy	CHILD GROWTH IN READING
Burgess, Evangeline	CHILD STUDY
Button, Allan D.	CHILD STUDY
Clark, Kenneth B.	CHILD STUDY-PREJUDICE AND YOUR CHILD
Craig, Eleanor	CHILD PSYCHIATRY
Crow, Lester D.	CHILD STUDY-ADOLESCENT DEVELOPMENT
D'Evelyn, Kathleen	CHILD STUDY-EMOTIONAL NEEDS
Dobson, James	CHILD STUDY-DARE TO DISCIPLINE
*Erickson, Erich H.	CHILDHOOD AND SAFETY
Freiberg, Selma	CHILD STUDY-THE MAGIC YEARS
Gesell, Arnold	CHILD STUDY-THE FIRST 5 YEARS OF LIFE
Gesell, Arnold	CHILD STUDY-YOUTH FROM 10 TO 16
Gilbert, Sara D.	CHILD STUDY-FIRST 3 YEARS
Green, Sidney	CHILD STUDY-A MANUAL OF FIRST AID FOR MENTAL HEALTH
Gruenberg, Mrs. [illegible]	CHILD STUDY-WE THE PARENTS
*Ginott, Hiram	BETWEEN PARENT AND CHILD
[illegible]inott, Hiram	BETWEEN PARENT AND TEENAGER
Gordon, Thomas	PARENT EFFECTIVENESS TECHNIQUES
*Gordon, Ira	PARENT INVOLVEMENT IN COMPENSATORY EDUCATION
Hersey, John R.	THE CHILD BUYER
Hurloch, Elizabeth	CHILD DEVELOPMENT
Hurloch, Elizabeth	CHILD GROWTH AND DEVELOPMENT
Harity, Ruth	CHILD PLAY
Haljern, Howard	CHILD STUDY-A PARENTS GUIDE TO CHILD PSYCHOTHERAPY
Harity, Ruth	CHILD STUDY-THE COMPLETE BOOK OF CHILDREN'S PLAY
Holt, John C.	CHILD STUDY-ESCAPE FROM CHILDHOOD
Hoover, Mary B.	CHILD STUDY-THE RESPONSIVE PARENT
Hynies, James	CHILD STUDY-UNDERSTANDING YOUR CHILD
Ilg, Frances, Lellia	CHILD BEHAVIOR
Jenkins, Gladys	CHILD STUDY-THESE ARE YOUR CHILDREN
Josselyn, Irene	CHILD STUDY-THE HAPPY CHILD
Keplie, Hazel	CHILD STUDY-THE CHILD AND HIS PLAY
Lane, Mrs. Bess	CHILD STUDY-YOUR PART IN YOUR CHILDREN'S EDUCATION
Longstreet, Steven	THE CHILD IN ART
Lowenfeld, Viktor	CHILD STUDY-YOUR CHILD AND HIS ART
*Maier, Henry W.	THEORIES OF CHILD DEVELOPMENT
Martin, William	CHILD BEHAVIOR AND DEVELOPMENT
Mogal, Doris P.	CHILD STUDY-CHARACTER IN THE MAKING
Nusser, Edith	CHILD STUDY-PRIMER FOR PARENTS OF PRE-SCHOOLER
*Ohio State University College of Education	THEORY INTO PRACTICE VOL. II, NO. 3 JUNE, 1973
[illegible]rkhurst, Helen	CHILD STUDY-EXPLORING THE CHILD'S WORLD
Wright, Anna	CHILD STUDY-THE GENTLE HOUSE
Kugelmass, Isaac	CHILD CARE AND HYGIENE
*Yawkey, Thomas and Aronin, Eugen	ACTIVITIES FOR CAREER DEVELOPMENT IN EARLY CHILDHOOD EDUCATION (Mr. Ponschok has a copy of this at Shawano High School)

DEVELOPMENTAL PROCESS AND CAREER CONCEPTS CHART

DEVELOPMENTAL STAGES	NORMAL CONCERNS OF CHILD	DEVELOPMENTAL TASKS FOR PARENTS IN WORKING WITH CHILDREN	CAREER CONCEPTS IDEAS CHILDREN DEVELOP AS THEY GROW
Pre-School	Who Can I Trust? I Have A Will & Purpose!	Trust, Independence and Initiative	Survival and Self
K-4	Who Am I? I Am O.K.!	Self Worth Relating and Adjusting to Others	Self Concept
5-6-7	What Can I Do? I Can!	Sense of Accomplishment Successful Experiences	Mastery Over Tasks Learning by Doing
8-9-10	Who Will I Be? I'm Still O.K.!	Self Identity Social Relationships	Individuals Differ People Need Each Other
11-12	What Shall I Do? I Choose!	Decision Making	Work Place Life Roles
Post School	Can I Belong? I Am A Citizen!	Establishing Family, Career, Citizen Roles	Growth In Responsible Life Roles

18. _____ Do the following:

- a. _____ analyze own reactions to child's behavior especially in the area of punishments and rewards
- b. _____ be consistent
- c. _____ work for mutual respect
- d. _____ take time out to have fun
- e. _____ encourage, encourage, and encourage
- f. _____ communication is LOVE

NOTE WELL:

1. There are other innumerable activities of various kinds parents can do. If at all possible, both parents should be involved in these activities and as often as possible at the same time.
2. Analyze your own reactions to children's behavior especially in the area of punishment and rewards.
3. Be consistent.
4. Work for mutual respect.
5. Take time out to have fun.
6. Children need alot of encouragement. This is true even for adults.
7. Communicate L O V E.
8. Listen to the child!

COMMENTS, IF ANY ____

RETURN TO: Fred Ponschok
Shawano High School

Suggested Career Development Activities

for

Parents of Students in Grades K-4

Normal Concerns of Child - Who Am I?
- I Am O.K.!

Instructions: Please examine the list of activities to determine which ones you feel you will be able to do. Place a check in the space provided as you do them. We are asking you to return this list to me by mail or with your children to their respective schools by the end of April, 1977. An additional copy of the activities may be obtained upon request.

1. _____ Tell the child, "I love you" at least once a day. (Indicate by pats, hugs, kisses, etc.)
2. _____ Read to your child everyday.
3. _____ Have your child read to you as soon as the child begins to read. Do this on a daily basis.
4. _____ Teach your child how to
    - a. _____ tie shoes
    - b. _____ put on coat and button it or use zipper where appropriate.
    - c. _____ wash hands and bathe, groom hair, etc.
    - d. _____ use dental care such as brushing teeth, etc.
5. _____ Encourage child to have positive behavior by
    - a. _____ letting the child know that his or her contribution to the family counts and that you appreciate it.
    - b. _____ encouraging child to make a decision by expressing confidence in the child.
    - c. _____ letting child experience both positive and negative outcomes from his or her decisions.
    - d. _____ recognizing child's effort to act maturely.
    - e. _____ developing idea in child about parent that says "I trust you to become responsible and independent."
    - f. _____ encouraging the child that how he or she feels about oneself and one's own efforts in doing a task is most important.
    - g. _____ indicating that although perfection is sought after, effort and improvement are important.

6. _____ Listen to your child. Communication begins by listening and indicating you hear the child's meanings and feelings.

  a. _____ eye contact and posture indicate listening.
  b. _____ let the child learn. Resist the impulse to impose your solution.
  c. _____ help the child explore alternative solutions.
  d. _____ do not use pressure, sarcasm, or ridicule.
  e. _____ avoid using labels which show a lack of confidence in your child.

7. _____ Have family meetings which provide opportunities for

  a. _____ being heard.
  b. _____ expressing feelings.
  c. _____ giving encouragement.
  d. _____ distributing chores.
  e. _____ expressing concerns, feelings, and complaints.
  f. _____ settling conflicts and dealing with recurring issues.
  g. _____ planning family recreation.
  h. _____ focus on what group can do rather than one individual.
  i. _____ all members participate as equals.

8. _____ Take walks with your child and tell him/her about everything he/she asks about as well as pointing out things to observe.

  a. _____ nature
  b. _____ animals
  c. _____ people
  d. _____ birds
  e. _____ buildings
  f. _____ others

9. _____ Play with your child

  a. _____ at home
  b. _____ at playgrounds
  c. _____ athletic activities
  d. _____ role playing various occupations
  e. _____ creative activities (e.g. painting, coloring, building, etc.)

10. _____ Teach your child the social courtesies.

  e.g. a. _____ "thank you"
  b. _____ "excuse me"
  c. _____ "I'm sorry"
  d. _____ others

11. _____ Have your child verbalize each day what happened during the day.

12. _____ Discuss with your child various community careers and how they influence the family.

  a. _____ doctor
  b. _____ dentist
  c. _____ church
  d. _____ food stores
  e. _____ municipal services (e.g. plumber, garbage collectors)

13. _____ Discuss with your child emotions he or she experiences, reasons for them, and when they are acceptable and when they are not.

  a. _____ anger
  b. _____ fear
  c. _____ joy
  d. _____ sadness
  e. _____ pleasure
  f. _____ others

14. _____ Visit the library with your child.

15. _____ Discuss daily school activities with your child.

16. _____ Travel, if possible, with your child to

  a. _____ zoos
  b. _____ arboretums
  c. _____ museums
  d. _____ countryside
  e. _____ cities
  f. _____ others

17. _____ Set an example in eating for your child

  a. _____ good breakfast
  b. _____ vegetables and fruit
  c. _____ protein foods
  d. _____ avoid foods known to have little nutritional value
  e. _____ eat as a family group
  f. _____ eating time should be peaceful (no place for arguments)

BIRCH HILL CARE CENTER

ADDENDUM F

1. Brief History, Including Some Information About the Organization of the Company

Birch Hill Care Center opened its doors seven months ago as an intermediate care facility. A certificate of need was obtained through the state organization. Local doctors, hospital administrators and other professionals in the health care field were approached for their input in this survey. An intermediate care facility is staffed to care for residents of ambulatory and semi-ambulatory abilities. The last four to five years showed a need for intermediate care facilities in Wisconsin. However, to meet the changing health needs of the community, Birch Hill Care Center has gone to a full skilled nursing facility. Now both intermediate care and skilled residents can be served at Birch Hill.

The facility is presently owned by twelve individuals from various walks of life and are located in the Shawano area.

2. Employment Policies, Requirements, and Procedures

Total patient care is the philosophy and goal at Birch Hill. To implement these three words and for the benefit of our residents general welfare, our employment policies for prospective staff are explained in great detail. Beside the policies, requirements and procedures written and adopted by the nursing home, the staff must follow the codes, policies, and procedures set forth by the State of Wisconsin re: nursing homes.

Requirements Registered Nurses and Licensed Practical Nurses must all have current licenses. Supervisory positions in kitchen require state approved educational programs called Food Service I, Food Service 2 and Food Service Supervisor. Activities Director must have two years experience in this field. Housekeeping Supervisor improves her position by taking Executive Housekeeping Courses. Beautician requires a managers license. Nurses Aids should have the Nurses Aids Course or show good faith in enrolling in one. Other staff positions can usually be given on-the-job training and require no special educational requirements.

3. Characteristics Sought in Employees

Concern and love for their fellowman is a prime prerequisite for employment at Birch Hill. A willingness to strive for Total Patient Care for the residents in any of the job positions is sought when meeting the job requirements for prospective staff.

4. Types of Positions Available and General Duties

Position	General Duties
Supervisory	Direct supervision for a department.
Office	Secretarial, bookkeeping, receptionist.
R.N. & L.P.N.	Direct patient care.
Nurses Aids	Direct patient care under supervision.
Activities	Scheduled activities and recreation for residents
Kitchen Cook	Preparation of meals
Kitchen Dishwasher	Dishes scraped and stacked for dishwasher.
Laundry	Cleaning, maintenance of clothing, all bedding, towels
Housekeeping	Cleaning-general household duties of nursing home
Maintenance	General repairs of home and maintenance equipment-operator of automatic scrubber, buffer. Outside maintenance of lawns and Birch Hill property.

5. Working Conditions

Birch Hill with its modern design and so structured to surpass present state building codes, presents a pleasant working environment for the staff. The staff has available individual lockers, a shower for their use, their own dining lounge and ample parking facilities. Piped music throughout the building enhances the working conditions.

6. Training Programs

Our professional staff is encouraged to attend seminars for their departments accredition and continuing education is stressed by department heads All positions have an opportunity to grow with monthly inservice meetings within the care center. On-the-job training is provided for positions where specific qualifications are not required.

8. Salaries and Fringe Benefits

1. Salaries start at minimum wage.
2. Health and life insurance available.
3. One day of sick leave per month, cumulative starting after six months of employment.
4. Holiday pay
5. One week vacation after one year.
6. Two weeks vacation after two years.

9. Promotion and Advancement

Promotion is normally made from within. Employees with experience and leadership ability are advanced on this basis. Yearly review of personnel by the supervis[illegible] staff assists in promotion by Administrator.

10. Employment Outlook

Birch Hill always accepts applications. The interviewer is able to tell applicants whether there are immediate openings or future openings.

11. Reasons for Most Terminations

Terminations are few. Problems that arise are given every avenue and opportunity of being solved. Total patient care again comes into this area-if a staff member is negligent of this in any form, dismissal is eminent. (Mistreatment of resident, gross tardiness, inability to perform necessary tasks)

12. Whom to Contact for Further Information, Guest Speakers, or Small Group Visitations

Please call, write, or appear in person at Birch Hill Care Center for any information. 1475 Birch Hill Lane, Shawano, Wisconsin

3/3/76

ADDENDUM G

SHAWANO C.E. MEETING

REACTION FORM

1. To what extent is your understanding of Career Education?

__1__ (1) very adequate

__16__ (2) adequate

__12__ (3) somewhat adequate

__0__ (4) do not understand

2. Do you feel that the materials you received were or will be helpful for you to better understand Career Education?

__22__ (1) Yes

__3__ (2) No

__4__ (3) Undecided

3. Was your direct involvement in the activities helpful for you to better understand Career Education?

__18__ (1) Yes

__4__ (2) No

__7__ (3) Undecided

4. How has this experience effected your opinion of the importance of Career Education in school programs?

__8__ (1) very important

__17__ (2) important

__4__ (3) little importance

__0__ (4) no importance

5. How do you rate your understanding of the Career Education practices of the Local program?

__3__ (1) very understanding

__14__ (2) adequate understanding

__12__ (3) little understanding

__0__ (4) no understanding

6. What is your status?

__0__ (1) School Board Member

__0__ (2) Community Representative

__28__ (3) Teacher

__1__ (4) Administrator (Including Curriculum Coordinator)

__0__ (5) Pupil Services (Counselors, etc.)

7. General Comments: (On the back)

Thank you for your response.

To: Partners in Career Ed

According to Dr. Kenneth Hoyt, Director of the Office of Career Education, U.S.O.E.; a school system can identify a Career Education program by selecting a set of criteria. To assist local schools, Dr. Hoyt prepared a suggested list of criteria he felt represented elements of a quality Career Ed program. He further suggested that these criteria could and should be modified, limited, or extended to meet local goals and objectives.

The attached list of criteria has been selected using these guidelines in an attempt to define the total Shawano-Gresham program. Some of the criteria represent current elements of the local C.E. program that have been implemented or have been identified but need further follow up for implementation. Others represent criteria that would make the program more comprehensive. They also include incremental levels and self-imposed incremental improvements for the current school term, a condition that all schools in the Wisconsin Career Education Consortium Project are expected to identify and attempt to accomplish.

To meet the stated criteria and conditions, curriculum and non curriculum strategies need to be employed. Although the local Director of Career and Manpower Development can and should assume much of the responsibility, he will be dependent upon the joint efforts of others; administrators, teachers, counselors, parents, resource personnel of the community, agencies, etc. to achieve these ends.

After all follow-up contacts and procedures have been completed, a final list will be compiled based upon these outcomes.

Consortium 5 Shawano

Self Imposed CE Incremental Improvements

	Criteria	July 1, 1976 Incremental Level	June 30, 1977 Goal
1.	Inservice Education of Administration Direct or Indirect Individual or Group	100% Administrators One or more times	Attain
2.	Inservice Education of Teachers Direct or Indirect Individual or Group	100% Teachers One or more times	Attain
3.	Inservice Education of Counselors Direct or Indirect Individual or Group	100% Counselors One or more times	Attain
4.	C.E. Activities in Elementary School Classrooms	Integrated C.E. activities in 80% of subject areas Results available	Maintain
5.	C.E. Activities in Middle School Classrooms	Integrated C.E. activities in 75% of subject areas	Attain
6.	C.E. Activities in High School Classrooms	Integrated C.E. activities in 25% of subject areas	Attain
7.	Participation of Community Resource People in Elementary Schools	100% of classrooms One or more times	Attain
8.	Participation of Community Resource People in Middle Schools	100% of classrooms One or more times	Attain
9.	Participation of Community Resource People in High Schools	75% of courses One or more times	Attain

10.	Field Trips for Elementary School Students	100% of students Two or more times	Attain
11.	Field Trips for Middle School Students	100% of students Three times or more	Attain
12.	Field Trips for High School Students	100% of students Four times or more	Attain
13.	School Board Official Endorsement	School Board Commitment	Maintain
14.	Evaluation and Effectiveness of Elementary School C.E. Program	Results available	Maintain Attain more
15.	Evaluation and Effectiveness of Middle School C.E. Program	Results available	Maintain Attain more
16.	Evaluation and Effectiveness of High School C.E. Program	Results available	Maintain Attain more
17.	C.E. Coordinating Council with reps. from School and Community	In operation	Attain
18.	C.E. Activities in Home of Pre-School Parents	10% parents Some activity	Attain
19.	C.E. Activities in Home of K-4 Parents	50% parents Some activity	Attain
20.	C.E. Activities in Home of 5-7 Parents	35% parents Some activity	Attain
21.	C.E. Activities in Home of 8-10 Parents	20% parents Some activity	Attain

22. C.E. Activities in Home of 11-12 Parents	15% parents Some activity	Attain
23. C.E. Activities in Home of Post-School Parents	5% parents Some activity	Attain
24. Career Guidance Program Developed and Coordinated by Middle School Counselors	Results available	Attain
25. Career Guidance Program Developed and Coordinated by High School Counselors	Define	Attain
26. Program to Reduce Race and Sex Bias in Occupational Decision Making	Define	Attain
27. Vocational Ed. Programs/ Classroom Simulated or Community Experiences	Representing occupations in the fields of Office and Business Education, Agribusiness, Trade and Industry, Distributive Education, Health Occ.	Maintain
28. Career Decision-Making Activities in Middle Schools	Define-Opportunities for 100% students-Group Guidance/ Individual Counseling/others	Attain
29. Career Decision-Making Activities in High Schools	Define-Opportunities for 100% students-Group Guidance/ Individual Counseling/others	Attain
30. Director of C.E. has been hired for school system	On Staff	Maintain
31. Job Placement Activities for all School Leavers	Define	Attain
32. Educational Placement Activities for all School Leavers	Define	Attain

33.	Special C.E. Activities for Physically and Mentally Handicapped.	Define	Attain
34.	Special C.E. Activities for High School Gifted/Talented	Define	Attain
35.	Follow-Up Data End-Of-Year Seniors	Report available on 90% of school leavers	Attain
36.	Follow-Up Data Voc. Ed. Students	Report available on 100% of Vocational Graduates	Maintain
37.	Follow-Up Data Graduating Class of Last Five Years	Report available on 75% of graduates	Attain

ADDENDUM H6

"STATUS CHART"

Shawano-Gresham, K-5, Integrated Career Education Program
January 1, 1977 Consortium 5, Shawano

K-5	Develop	Process Eval.	Product Eval.	Update	Product Eval.	Goal-June 30, 1977
Art	X	X	X	X	Revising Instru.	Eval. & Report
Language Arts	X	X	X	Use original activities until curr. has been re-defined. No evaluation.		Maintain Existing Program
Math	X	X	X	X	Instru. Complete	Eval. & Report
Music	X	X	X	Intend to redefine pending curriculum status		Integrated C.E. Curriculum
Phy. Ed.	X	X	X	X	Revising Instru.	Eval. & Report
Reading	Request that DCMD be consulted in defining program.					
Science	X	X	X	X	Compile Instru.	Eval. & Report
Social Studies	X	X	X	X		Eval. & Report

"STATUS CHART"

Shawano-Gresham, 6-8, Integrated Career Education Program
January 1, 1977 Consortium 5, Shawano

6-8	Develop	Process Eval.	Product Eval.	Update	Product Eval.	Goal-June 30, 1977
Art	X	X	Two staff turnovers (Franklin)			Meet with teachers & adm. to define program (Frank., Gresh.)
Career Guidance Franklin	X	X		X	Revising Instr.	Eval. & Report
Career Guidance Gresham	7-8					Meet with counselor & adm. to define program
French	Program dropped from curriculum.					
Home Economics	8	X	X	N/A	Instr. Complete	Eval. & Report
Industrial Arts	8	X	X	N/A	Instr. Complete	Eval. & Report
Language Arts	X	X	Use original activities until curr. has been revised.			
Math	X	X	Curr. Revision	X	Instr. Complete	Eval. & Report
Music Instrumental	8	X	Meet with Gresh. staff to discuss program.			Meet with teachers & adm. to define program (Frank., Gresh.)
Music (Vocal) Reg. & Extra Curr.	6-7	Meet with Gresham staff to discuss program.				Process Eval.
Phy. Ed.	X	X	Meet with Gresh. staff to discuss program.			Meet with teachers & adm. to define program
Reading	Request that DCMD be consulted in defining program.					
Science	X	X	Curr. Revision	X	Compile Instr.	Eval. & Report
Social Studies	7-8	7-8	Curr. Revision	7-8		Eval. & Report Complete Grade 6
Special Ed.	X	X	Staff [illegible]rnover			Meet with tea[illegible]ers, Sp. Ed. Dir., & Adm. to define program

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"STATUS CHART"

Shawano-Gresham, 9-12, Integrated Career Education Program
January 1, 1977 Consortium 5, Shawano

9-12	Develop	Process Eval.	Product Eval.	Update	Product Eval.	Goal-June 30, 1977
Algebra	X	X	X			Meet with teachers, Dist. Dept. Ch., & adm. to define program. (Sha. & Gresh.)
Art I	X	X	X			Eval. & Report
Art (Commercial)	X	X	X			" "
Art (Crafts)	X	X	X			" "
Art (Draw & Paint)	X	X	X			" "
Art (Seminar)	X	X	X			" "
Art (3 Dimension)	X	X	X			" "
Career Guidance-SHS	X					Meet with counselors & adm. to define program
Career Guid.-Gresh.	X					Meet with counselor & adm. to define program
English (Reg. & Prac.) 9	X	X				Meet with teachers & adm. to define program
English (Reg. & Prac.) 10	X	X				" "
English (Reg. & Prac.) 11	X	X				" "
Phy. Ed. 9 (Boy-Girl)	X	X				" "
Phy. Ed. Health 10 (Boy-Girl)	X	X				" "
Physical Science 9	X	X				Meet with teachers, Dist. Dept. Ch. & adm. to define program

"STATUS CHART"

Shawano-Gresham, 9-12, Integrated Career Education Program
January 1, 1977 Consortium 5, Shawano

9-12	Develop	Process Eval.	Product Eval.	Update	Product Eval.	Goal-June 30, 1977
Drivers Ed. (Pending)						Anticipate developin Program
French (Pending)						" "
Hm. Ec. 9	X-(P)					Process Eval. Complet
Hm. Ec. (Foods)	X-(P)					" " "
Hm. Ec. (Clothing)	X-(P)					" " "
Hm. Ec. (Child Devel.)	X-(P)					" " "
Hm. Ec. (Hm. Manage.)	X-(P)					" " "
Hm. Ec. (Fam. Living)	X-(P)					" " "
Math 9 (General)	X					" " "
Music 9 Vocal (Mix. Ch.)	X					" " "
Music 9 Vocal (Extra. Cur.)	X					" " "
Typing (Beg.)	X					" " '

* (P) - Partial

2500

250C

STATUS CHART, cont.

9-12	Develop	Process Eval.	Product Eval.	Update	Product Eval.	Goal-June 30, 1977
Social Studies-9	X	X				Meet with Dist. Dept. Ch. & adm. to define program
Social Studies-10	X	X				" " "
Social Studies-11	X	X				" " "
Social Studies-12	X	X				" " "

HANDOUT I

Name ______________________________

Grade ______________________________

Sex: Male___ Female___

School ______________________________

CAREER GUIDANCE EVALUATION

Grades 6-8

A. Answer true (+) and false (0).

1. _____ All individuals have the same interests, abilities, attitudes and values.
2. _____ It is important for me to know and understand my strengths and weaknesses.
3. _____ My personality will have an affect on the job I select.
4. _____ My personality will affect my getting along with other people.
5. _____ My school program should be one that will help me to decide and plan my career choice.
6. _____ All cultures have the same values.
7. _____ As long as I respect my own culture, I can disregard another group's culture.
8. _____ Physical forces is a good way to impose your values upon another person.
9. _____ Each person is responsible for his own actions.
10. _____ Regular attendance in school will generally result in better grades.
11. _____ Habits formed at an early age will probably continue all through life.
12. _____ If you fail at a task after trying it three times, quit, since you won't be able to do it anyway.
13. _____ Regardless of race, color, creed, or age, every person should recognize the dignity and worth of every other individual.
14. _____ I am -- therefore, I think.
15. _____ All occupations are of value and have dignity, no matter what the financial reward or education necessary.
16. _____ "Know thyself." This is highly important in career planning.
17. _____ The successful work you do has been directly influenced by your education and will continue to be so in your future.
18. _____ All education occurs in the classroom.
19. _____ The way a person wants to live has no bearing upon his/her career choice.
20. _____ All occupations are independent of any other occupation.

B. Check all the skills you consider to be your strengths in the space provided.

_____ Reading

_____ Math

_____ Spelling

_____ Speaking

_____ Science

_____ Writing

_____ Athletic abilities

_____ Solving personal problems

_____ Get along with people

_____ Get along with family

_____ Dependable

_____ Cooperative

_____ Running

_____ Jumping

_____ Seeing

_____ Hearing

_____ Good Health

_____ Finger, head, arm movement

OTHERS ____

____

____

C. Place a check in front of all Occupational Area(s) that interest you. Job samples have been listed for each occupational area. There are many others.

_____A. CAREERS NOT DONE FOR PAY such as homemaker, traveler, voluntteer, etc.

_____B. AGRICULTURE, AGRIBUSINESS AND NATURAL RESOURCES such as botanists. cattlemen, crop scientists, dairy farmers, gardeners & groundskeeper horticulturists, lumbermen, nurserymen & landscapers, soil scientists, zoologists.

_____C. BUSINESS AND OFFICE such as accountants, bookkeeping machine operators, economists, executives, legal secretaries & stenographers, shorthand reporters, systems analysts, typists.

_____D. COMMUNICATION AND MEDIA such as book editors, broadcast technicians, commercial and industrial photographers, free lance writers, literary agents, magazine editorial workers, newspaper editors, press photographers, proofreaders, reporters.

_____E. CONSTRUCTION such as asbestos & insulation workers, bricklayers, building contractors, carpenters, cement masons, civil engineers, electricia glaziers, iron & steel workers, lathers, painters, plumbers & pipefitters, roofers, structural iron workers.

_____F. CONSUMER AND HOMEMAKING EDUCATION such as bakers, bus boy, cleaning & dyeing workers, dieticians, fashion designers, home economists, household workers, interior designers, sewing machine operators, upholsterers.

_____G. ECOLOGY AND ENVIRONMENT such as geographers, meteorologists, pest control operators, wildlife managers.

_____H. FINE ARTS AND HUMANITIES such as actors, anthropologists, cartoonists, composers, dancers, historians, models, performing musicians, playwrights, radio & television announcers, script writers, translators, and interpreters.

_____I. HEALTH OCCUPATIONS such as anesthesists, chiropractors, dental assistants, opticians, dental hygienists, dentists, hospital attendants, licensed practical nurses, medical lab assistants, pediatricians, pharmacists, physicians, psychologists, registered nurses.

_____J. MANUFACTURING such as aerospace, engineers, air conditioning & refrigeration engineers, atomic energy technicians, boilermakers, draftsmen, electronic technicians, factory inspectors, foundry workers, machinists, millrights, nuclear engineers, shipbuilders, tool & die makers, welders.

_____K. MARINE SCIENCE such as divers, oceanographers, marine biologists, marine geologists.

_____L. MARKETING AND DISTRIBUTION such as advertising account executives, advertising copywriters, automobile salesmen, buyers, delivery route salesmen, department store salespeople, display workers, florists, general merchandise salespeople, insurance agents, marketing research workers, purchasing agents, securities salesmen.

_____M. PERSONAL SERVICES such as barbers, beauticians, funeral directors, parking attendants.

_____N. PUBLIC SERVICE such as armed forces, athletic coaches, city managers, city planners, clergymen, criminologists, detectives, elementary school teachers, fire fighters, high school teachers, lawyers, librarians, psychiatrists, social workers.

_____O. RECREATION AND HOSPITALITY such as airline stewardesses, athletic coaches, camp counselors, cooks and chefs, hotel managers, professional athletes, recreation workers, travel agency workers.

_____P. TRANSPORTATION such as airline dispatchers, air traffic controllers, airline pilots, flight engineers, helicopter pilots, local bus drivers, longshoremen & stevedores, merchant seamen, railroad brakemen, safety engineers, taxicab drivers, traffic managers.

_____Q. I DON'T KNOW WHAT MY INTERESTS ARE.

D. Check those activities you have done with; your parents, counselors, or teachers:

I am an A B C D student.

1. ___ The school counselors have encouraged me to think about my career.
2. ___ I have been helped in choosing elective subjects and activities I need and want while I am in school.
3. ___ I have had opportunities to take career interest tests and surveys.
4. ___ I got help from the school counselors in considering information about myself as it relates to my future career plans.
5. ___ My parents have discussed my future plans with a counselor and/or some of my teachers.
6. ___ I have had career counseling services from a school counselor.
7. ___ The school counselors have helped me decide on my middle school course selections.
8. ___ Many of my classes include units and activities which encourage me to investigate different career interests.
9. ___ School counselors and teachers encourage me to investigate personal and educational requirements for careers I have considered.
10. ___ The guidance and counseling program at my school has been explained to me.
11. ___ I have received help from school counselors in understanding the meaning of standardized test scores.
12. ___ My parents have discussed the results of any aptitude, ability, or achievement tests I have taken with a school counselor and/or some of my teachers.
13. ___ My parents and I have used the Shawano High School Course Description Handbook to help plan my high school program.
14. ___ There were activities in the 8th grade Social Studies classes conducted by both the counselor and the teacher that assisted me to plan my high school program.
15. ___ I have talked to a counselor at least once a year since I have been in middle school.
16. ___ The following school staff provided me with the opportunity to discuss my strengths and weaknesses in academic subjects:

    a) _____ Guidance counselors   b) _____ Teachers

    c) _____ Others (identify)________________________________

17. ___ My teachers have discussed the importance of having good work habits.
18. ___ My teachers have discussed work values, (work satisfaction, economic rewards, challenges, security) and the importance of my attitudes toward these values.

19. ___ I have taken field trips which included observing workers and conditions under which they work.

20. ___ I have talked with people out in the work field regarding their occupation.

21. ___ I made things for display about work or people at work in some of my classes.

E. How many counselors are in your school? ____________

Name those you can: ____

____

____

____

Put a circle around the one(s) you have worked with.

250K

INDIVIDUAL CONSORTIUM MEMBER REPORT

FROM

SHEBOYGAN, WISCONSIN

FINAL YEAR END PERFORMANCE REPORT
SHEBOYGAN AREA SCHOOL DISTRICT
A MEMBER OF THE WISCONSIN CAREER EDUCATION CONSORTIUM

June, 1977

9. Major Activities

a. Local Objective One: By September 30, 1976, selected instructional staff from at least 50% of the 20 schools in the district, including 10% administrators and Board of Education members, as a result of participating in a workshop, will develop a community business and industry resource guide relating to career opportunities in Sheboygan. This guide will include information about companies and their policies in regard to the hiring of handicapped people.

Thirty teachers and administrators representing 13 of the 20 Sheboygan schools, and including participants from nearby school districts, participated in a two week C.E. information gathering workshop during August, 1976. The participants made on-site visitations and evaluations of 40 selected Sheboygan businesses and industries in order to determine the history and organization, employment policies, characteristics sought in employees, available positions and duties, working conditions, training programs, salaries and fringe benefits, promotion and advancement opportunities and the employment outlook for each of the businesses, industries and services visited. In addition, the people doing the visitations determined the company policy for the hiring of handicapped people and listed available resources at each of the sites which could be used by teachers throughout the school year. The Career Ed. Coordinator compiled all of the reports into a Resource Guide with suggested activities for classroom use. The results of the evaluation of the workshop indicated that the workshop was a great value to the participants. Results of the pre-test and post-test and an interpretation of those results are attached. (See appendix 5)

The guide was distributed to all buildings and its use and contents discussed with all staff members. Numerous copies of the Directory have been requested by school districts within and outside of Wisconsin. (See appendix 1 for a sample page of this Directory.)

b. Local Objective Two: By June 1, 1977, 25% of the teachers in the district will have used at least two items from the Community Resource Guide and will report their use on the semester Career Ed. Activity Report.

The Community Resource Guides were distributed to each of the 20 schools and the Career Ed. Coordinator conducted a short inservice session in each of the schools to present methods of using the guide and the community resource people. A special evaluation was distributed for staff to indicate which resources were used. All of the forms were returned by June 10, 1977 and it was determined that the goal of 25% of the staff had used at least two community resources. (See appendix 3).

c. Local Objective Three: By June 30, 1977, we will survey 25% of the 1976 graduates and 10% of the 1975 graduates to assess the effectiveness of the Career Education program in actual post-high school placement in vocations or further school.

The survey has been developed and mailed to the identified population.(11-76) 85% of the forms were completed and returned. By February 1, 1977, the surveys were sent to the third party evaluator for processing and interpretation of the data. The Career Education Coordinator is in the process of organizing the data into a presentation to the Board of Education. The report will include conclusions and suggestions for improvement based on the data received. (See appendix 2)

d. Local Objective Four: By June 30, 1977, the instructional staff will demonstrate continued application of the Career Education concepts and will raise the incremental level of this application. The activities will be reported to the Career Education Coordinator via periodic Career Ed. Activity Reports.

The level of incremental improvement was determined at the end of the project year through the use of various instruments developed by the WCEC which are a part of the AE Kit, as well as the activities reported on the semester reports. Two geometry classes at North High School served as a control-experimental sites for determining learner outcomes as a result of Career related activities. Materials used were taken from the Minnesota Resource Guide for Career based geometry units. The incremental level of implementation of Career Ed. in each building was determined by the end of the project year and the data has been used to focus on needs in each of the buildings for the improvement of the Career Ed. program in future phases of the project.

e. Local Objective Five: By June 30, 1977, twenty Seniors will have a one-half day mini-placement in the area of career interest to them. These shall be students other than in co-op or work experience programs.

Twenty-five Seniors and Juniors were placed for a half-day on-site work-observiation experience in an area of career interest to the student. An evaluation form relating to the experience was completed by both the employer and the student. A copy of the form is attached. (See appendix 4a and 4b)

f. Local Objective Six: The sharing and dissemination of career education activities via Career News will be continued on a monthly basis.

Career News continues to be printed on a monthly basis. There is one edition for the secondary staff and one for the elementary staff. The newsletter has expanded its scope to include more sharing of ideas from other school districts within and without the state. Another survey of effectiveness of the instrument will be taken with a sample of teachers in May. In addition to teaching staff, the newsletter is rgularly distributed to the education committee of the Chamber of Commerce, the Board of Education, the WCEC and local media. The slide/sound presentation, Sheboygan...Where It's At, has been presented to numerous community groups. The presentation is also used in the classroom to create a greater awareness of the opportunities available locally.

Sample copies of Career News are attached in the appendix

g. Local Objective Seven: By December 30, 1976, elementary guidance counselors will participate in an inservice workshop which will result in helping 50% of the elementary students in all 15 elementary schools demonstrate greater understanding of themselves and the world of work.

The inservice workshop was expanded to include school psychologists and school social workers. The focus of the inservice was on Self Concept and was presented by a well known local psychiatrist. He did not focus specifically on career education, but the evaluation indicated that the session was of great help to those attending. A summary of the workshop was provided by the psychiatrist and given to the third party evaluator.

Improvement Activities

In line with the second consortium-wide objective concerning incremental improvement, the Sheboygan Area School District established the following criteria for improvement:

(a) At least 80% of all elementary and junior high teachers and at least 60% of all Senior High teachers in the school system have carried out at least six C.E. activities in their classroom.

Based on the completed semester reports of classroom C.E. activities and the assessment form relating to the use of the Community Resource Directory, it has been determined that we have approached the level of implementation indicated in this activity. There are numerous instances of staff members engaging in three or four times the minimum number of C.E. activities.

(b) Resource persons from the business-industry-labor-professional-government community have been utilized at least twice in at least 90% of all classroom in the elementary, junior and senior high school grades in the school system.

Based on information received on the semester reports of classroom C.E. activities and the assessment form to determine the use of the Community Resource Directory and other community resources, we have determined that we have reached the identified level of implementation in the elementary schools, with many individuals using several times the minimum number of resources. In the secondary schools we are approaching the targeted level of implementation in this catagory, but have not achieved it fully. A number of individuals have exceeded their minimum use of community resources and others have not. We feel, however, that there has been a substantial increase over last year's use.

(c) Special C.E. Activities have been devised and are being conducted with at least 25% of all physically and mentally handicapped students enrolled in the school system.

We have not been able to document the exact per-centage of students having had special activities, but we have had a number of our Spec. Ed. staff working on "hands-on" projects and simulated work experiences at all levels. Some of our instructional materials budget was used for the purchase of AV materials for this group with the help of the Special Ed. Coordinator. A number of the activities were reported in the local press and the articles forwarded to the third party evaluator.

(d) Special Career Education Activities have been conducted to remove sex stereotyping bias in materials and career presentations for all students enrolled in the school system.

All materials purchased for C.E., as well as other areas, are reviewed for sex bias. The Title IX Committee has submitted an acceptable report as to the activities locally. Special materials in Spanish have been purchased for our Spanish teachers. These materials, as well as similar materials in English, focus on non-traditional careers for women.

(e) Follow-up data with respect to both work and educational experience have been collected from and are available for at least 25% of all 1976 graduates and 10% of all 1975 graduates of the Sheboygan Area School District.

A follow-up survey was conducted during November and December, 1976 and the results from the samples of the targeted group have been received from the third party evaluator. The data have been analyzed and specific suggestions based on that data have been made to the Board of Education and the principals of the high schools sampled. (see appendix 2). The survey instrument used has been modified for addition to the WCEC AE Kit of Assessment instruments. A number of areas of concern did results from the collected data and efforts are under way to change some of the procedures and the content of certain course offerings.

(f) A five year plan for total system-wide implementation of Career Education will be completed and approved by the C.E. Advisory Committee for submission to the Board of Education for approval.

The long range plan (local) for complete implementation of C.E. is at this time being written so as to coincide as much as possible with the State Plan which is now nearing completion.

Learner Outcome Activities

In line with the third consortium-wide objective concerned with improving activities related to identified learner outcomes, the Sheboygan Area School District has made the following progress:

(a) To further improve C.E. activities aimed at developing positive attitudes towards learning, and improving individual educational achievement.

The high school and junior high school Career Resource Centers, along with the cooperative efforts with the guidance counselors and teachers, have provided students with an opportunity to better prepare themselves for the world of work. The guidance counselors in the Senior High Schools report that they are convinced that students are making better selections; selections which are more in line with individual student interests and abilities. They report that fewer students are enrolling in courses just to be with their friends. The results from the past two senior surveys indicates that students are becoming more realistic as to expected income levels and requirements for their projected career choices.

Results from the assessment instrument used for third graders indicates that, in general, the students sampled did well in regard to positive self concepts. They scored above the norm.

(b) To further improve C.E. activities aimed at developing positive attitudes toward self and an awareness of one's interests, needs and values.

Perhaps the most valuable activity taking place in relation to this outcome has been the involvement of the Wisconsin Job Service Counselor with our senior high students. The counselor has been available two days a week at each of the schools. He has been able to do work with individuals and small groups and has made presentations to complete classes in all subject areas.

In the junior high school, the counselor has been instrumental in the further development of the Career Information Areas and in providing students with opportunities to interview area people and learn more about their attitudes, interests and skills.

The elementary schools have been actively involved in the review and purchase of many AV materials dealing with self concept. In addition many teachers have conducted sophisticated projects and hands-on activities in virtually every classroom. An increase in the number of field trips and the use of community resources has been documented.

Learner Outcome Activities - Con't.

(c) To further improve C.E. activities aimed at developing positive attitudes toward work and a broader awareness of occupations and the world of work.

At the Sr. High level, there has been an increase in the use of community resources used in the classroom. Many teachers and counselors are bringing people in and sending students out to investigate opportunities available in Sheboygan and the surrounding area. Classroom and subject matter teachers are increasing the use of materials designed to show the practical applications of their subject areas. In foreign language, for example, Jr. and Sr. High teachers have developed a series of posters and activities indicating the kinds of local companies employing people with a knowledge of a second language. Science teachers have brought in people to show how skills in Chemistry are used in DNR occupations dealing with water sampling. Numerous examples of this kind of activity can be identified.
Elementary teachers are increasing their use of local field trips and mini-field trips to job sites. They are also bringing in more parents to discuss their jobs. Elementary students have numerous opportunities to try hands-on experiences with tools and various construction methods in building workbenches and utilitarian projects. Some classes have set up mini-production lines and some have even established a production to sales project for particular projects.

(d) To further improve C.E. activities aimed at developing a desire to explore and test one's interests and aptitudes in a variety of occupations.

Perhaps the most significant local activity in this catagory has been our Sr. High on-the-job shadowing experience provided for a sample of 25 students. The evaluations for this activity indicate a desire on the part of business and industry to expand this program. The students reacted favorably to this kind of experience.
Our Junior High students have an opportunity to explore, via a 9th grade Language Arts project, a career cluster area of their choice. Included in the project is an opportunity to visit job sites and interview employers and employees.

(e) To further improve C.E. activities aimed at developing career planning and decision-making skills.

This item overlaps to a great extent with a number of the above items. It would be appropriate here to again point out the support provided by the career centers in the Sr. highs and the career interest areas in the Instructional Materials Centers of the Jr. high schools. The relationships between the counselor and the teacher and the building administrator have been most important in delivering these instructional strategies to the student.

(f) To document that the above strategies have made a positive impact on students.

Many of the above strategies are closely related to the regular classroom procedure and the outcomes are difficult to isolate and identify. However it is possible to use the following instrumentation to determine what impact these strategies may have had:

Wisconsin Senior Survey - 1975-76-77
Graduate Follow-up for classes of 1975&76
Follow-up evaluations from Senior High Shadow Experience
Assessment of Geometry Survey at North High
3rd Grade Self Awareness Instrument, 1976 & 77
Career Education Activities Survey, 1976 & 77
6th & 9th Gr. Career Awareness Survey, 1976 & 77

The surveys indicate that students are getting information and support regarding self concept, career awareness, career planning and decision making. The surveys also indicate a need for extending and expanding efforts in a number of areas. For example, job seeking skills for Sr. High students shows up consistently as a strong need not being fully met. Students also indicate a strong need for information concerning labor and professional organizations. This information is being shared with principals and appropriate staff members in the hope of making significant changes to meet these needs.

10. Participant Summary

The participant summary is attached. The summary includes an increase in the number of people involved in the business/labor/industry area. This was due to the fine cooperation received with our shadowing experiences and the opportunities we had to make on-site visitations with our staff members during the project year.

Total student enrollment figures are reported since all are involved in guidance activities as well as classroom activities, both of which are important components of Career Education.

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (*see NOTE above*) WHO ARE	RACE/ETHNICITY (*all Participants including Handicapped, Gifted and Talented, and Low Income*)						OF THE TOTAL (*column (6)*) NUMBER WHO ARE			OF THE TOTAL (*column (6)*) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/NEGRO (3)	CAUCASIAN/WHITE (4)	HISPANIC (5)	TOTAL (*sum of columns (1) through (5)*) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (*K-6*)	35	23	8	4,726	125	4,917	339	NA	NA	2,568	2,349
MIDDLE/JUNIOR HIGH (*7-9*)	12	3	3	2,527	46	2,591	137	NA	NA	1,358	1,233
SENIOR HIGH (*10-12*)	9	5	1	2,924	27	2,966	51	NA	NA	1,449	1,517
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (*non-matriculated*)											
SUB-TOTAL	56	31	12	10,177	198	10,474	527	--	--	5,375	5,099
EDUCATIONAL PERSONNEL											
TEACHERS				556	--	556				254	302
COUNSELORS				22	--	22				15	7
ADMINISTRATORS				32	--	32				31	1
MEMBERS OF THE BUSINESS/LABOR/INDUSTRY COMMUNITY				75		75					
PARENTS				25		25					
OTHER (*specify*)											
TOTAL	56	31	12	10,887	198	11,184					

OE FORM 467, 2/76

SHEBOYGAN

11. Evaluation

a. Local Objective One: "By September 20, 1976, selected instructional staff from at least 50% of the 20 schools in the district, including 10% administrators and Board of Education members, as a result of participating in a workshop, will develop a community business and industry resource guide relating to Career opportunities in Sheboygan. This guide will include information about companies and their policies in regard to the hiring of handicapped people."

During August, 1976, the targeted staff members compiled the information necessary for the Community Resource Directory. The Directory was completed and distributed to all schools in the District with directions and suggestions for its use. The Directory has been presented to the third party evaluator. Numerous requests for the Directory have been received from other districts in Wisconsin and other states as well as from the local Chamber of Commerce.

Two evaluations of the workshop were conducted and the results of those evaluations are attached. The results indicate that the workshop was successful, not only in producing an easy-to-use directory, but also providing useful experiences for the participants. The evaluator interviewed several of the workshop participants in the fall of 1976. (see appendix 5)

b. Local Objective Two: By June 1, 1977, 25% of the teachers in the district will have used at least two items from the Community Resource Guide and will report their use on the semester Career Ed. Activity Report.

Although our objective for the consortium indicates use by 25% of our teaching staff, our local goal as indicated to the teachers anticipates that all of our teachers will use at least two community resources in their classrooms by June, 1977. The evaluation form to determine the extent to which this goal has been accomplished is attached. Results from the forms indicate that we met this goal and in many cases exceeded it.

c. Local Objective Three: By June 30, 1977, we will survey 25% of the 1976 graduates and 10% of the 1975 graduates to assess the effectiveness of the Career Education program in actual post-high school placement in vocations or further schooling.

Sheboygan developed a survey form to achieve this objective. The form was administered to the target group in December, 1976. The raw data was given to the third party evaluator for processing and was returned to the local district in March, 1977. The results include specific suggestions for changes in methodology and course content. (see appendix 2)

d. Local Objective Four: By June 30, 1977, the instructional staff will demonstrate continued application of the Career Education concepts and will raise the incremental level of this application. The activities will be reported to the Career Education Coordinator via periodic Career Ed. Activity Reports.

The semester activity report sheets were collected from staff members and the results given to the third party evaluator. The comments indicated a continued application of career education strategies in the classroom at all levels, although there seems to be greater involvement in the elementary schools.

This year we also surveyed each elementary school to determine the implementation level in each building. This data will provide a basis for further work with teams in each building in further phases of our Career Education program.

e. Local Objective Five: By June 30, 1977, twenty-five seniors will have a one-half day mini-placement in the area of career interest to them. These shall be students other than those in co-op or work experience programs.

A number of the students who participated in the shadow experience were interviewed by the third party evaluator during the on-site final evaluation. The forms completed by the employer as well as those completed by the students were presented to the evaluator. The students and employers both agreed that the experiences were most worthwhile and we have plans to expand this program next year. (see appendix 4a and 4b)

f. Local Objective Six: The sharing and dissemination of career education activities via Career News will be continued on a monthly basis.

Monthly issues of Career News have been published and distributed to all staff members, counselors, administrators, Board of Education members and the Chamber of Commerce Education Committee as well as to the Chamber membership at large at their annual meeting. An assessment of the effectiveness of the newsletter was conducted and the results indicated that the newsletter was being read and was of use to a majority of those receiving the publication. A copy of the results of that evaluation is attached. The newsletter is shared with many districts in Wisconsin and other states. Copies of selected issues of Career News are attached. (see appendix 6)

g. Local Objective Seven: By December 30, 1976, elementary guidance counselors will participate in an inservice workshop which will result in helping 50% of the elementary students in all 15 elementary schools demonstrate greater understanding of themselves and the world of work.

An evaluation of this workshop was conducted and the results presented to the outside evaluator. The results indicated that the workshop was most worthwhile to the participants, which included not only the elementary counselors but the school social workers as well. The third party evaluator administered a third grade form which indicated that our students are doing well in regard to self concept.
It was not possible to determine if 50% of the students were helped as a result of the workshop.

12. Changes and/or problems

There have been no major problems during the project year.

Because of a printing backlog, the Community Resource Directory, originally intended for distribution by December 1, 1976 was distributed during January, 1977. This still gave staff members more than a complete semester to use the guide and make plans for its use during the 1977-78 school year. The later distribution date does not seem to have had a major impact on the attainment of the stated level of implementation.

Because of difficulties encountered in obtaining three-day shadowing experiences for Senior high school students, we provided those students with a half-day experience. In some cases the students were able to have a hands-on experience and in others a tour of the site and a discussion with the person in charge took place. Because of the good experiences with this program this year we plan to expand this program next year and will try to provide more hands-on experiences.

In addition, we had the opportunity to place several elementary students in hands-on situations because of the program of one teacher in particular.

13. Dissemination Activities

a. Partner schools

We have been actively engaged in the development of the C.E. program with our partner district, Port Washington. A steering committee was organized in September and the Sheboygan C.E. coordinator made an initial presentation at that time. Cooperation between the two districts has been very good, largely due to the support of the District Administrator and the principals and the vocational coordinator in Port Washington. In addition to providing materials and program suggestions, Sheboygan provided staff to aid with the Port Washington inservice program.

Below is the calendar of activities from Port Washington:

August, 1976 - 1) Superintendent David L. Herbert agreed to work with Sheboygan Area School District on a career education partnership basis as part of the "Wisconsin K-12 Consortium for Improving Career Education."

2) Mr. Herbert appointed Dick Rokus, LVEC as administrative liaison to the project.

September 15th - Meeting at Sheboygan Falls (Sheboygan, Sheboygan Falls, and Port Washington Career representatives). Mr. Al Stessmann explained proposed "partnership" arrangement and reviewed the respective responsibilities, services available, and potential joint activities.

October - 1) An organizational committee (Mr. Rokus, Mrs. Michalica, Mr. Falk, Mrs. Engmann, and Mr. Johnson) was organized to explore and develop joint activities for "partnership" arrangement.

2) On October 12, the above committee visited Mr. Al Stessmann at Sheboygan to discuss potential partnership activities.

November - 1) A philosophy and objectives were presented to the Board of Education and passed as policy.

2) A Career Education Steering Committee consisting of district and building administration, LVEC, and guidance counselors was organized. Members include:

David Herbert
Joseph Groh
Robert Peterson
Eric Oleson
Russel Saueressig
Betty McGinness
Al Stessmann

Philip Mentink
Thomas Falk
Shirley Michalica
Patricia Engmann
Patrick Johnson
Richard Rokus

	3) The first steering committee meeting was held on Nov. 22 The agenda included: a) Summary of organization, purpose and activities of committee. b) Cooperative activities with Sheboygan School District (Mr. Al Stessmann) c) Potential activities which may be developed during the present school year. d) K-12 career education survey instruments.
December -	Mrs. Engmann and Mr. Rokus developed and circulated the survey instruments to assess career activities and interest.
December 8th -	Mr. Philip Mentink (high school principal), Mr. Al Stessmann, and Mr. Rokus attended the consortium meeting at Stevens Point. The Port Washington delegation attended to gather information concerning the nature of the consortium and the potential of Port Washington as a partnership member.
Jan. 5, 1977 -	The steering committee met to review and discuss the following items: 1) Summary of survey activities 2) Inservice - January 21 3) Consortium activities - Sheboygan 4) Building level organization 5) Future Career activities
January 17th -	Mr. Rokus met with Mr. Stessmann at Sheboygan, to discuss future role of partnership arrangement and the coming grant application.
January 21st - February 9th	Inservice activities were developed for the inservice day on January 21. Sheboyagn agreed to send resource personnel. Herman Andacht from Sheboygan provided inservice programs. Mr. Rokus and Mr. Stessmann attended the consortium meeting at Eau Claire for the purpose of obtaining background information necessary to contribute to the Sheboygan-Port Washington portion of the career education grant application.
February - March -	Mr. Stessmann and Mr. Rokus collected data for the grant application. Mr. Stessmann and Mr. Rokus met with Mr. Herbert (Port Washington Superintendent of Schools) to discuss partnership role and develop budget information. Mr. Stessmann wrote the application proposal.
April 20th -	Evaluation meeting at Port Washington with Dr. Orville Nelson, third party evaluator.
April 21st -	Steering committee meeting. Al Stessmann and DPI representatives attended. Agenda included:

1) Federal grant proposal

2) Career education activities for 1977-1978 school year with or without federal grant.

   a) personnel organization
   b) budget
   c) activities
   d) inservice

3) Needs assessment

b. Community involvement and awareness activities

Thirteen issues of Career News have been published and distributed to all teachers, administrators and Board of Education members in the Sheboygan Area School District. These newsletters have also been distributed to the members of the Education Committee of the Chamber of Commerce membership at their annual meeting in spring. Requests for newsletters and other local products have been filled for outlying school districts. In particular, various items from WCEC,s AE Kit have been shared with and used by local principals and other school districts, especially our partnership school district, Port Washington.

The slide/sound presentation "Sheboygan...Where It's At" has been used on numerous occasions and with hundreds of local people, not only in the classroom, but with social and civic groups. At least half a dozen requests to appear before civic groups have been filled. A special informational sheet has been prepared (attached) for use with community groups.

Presentations have been made to the Board of Education on two occasions. One presentation focused on the status of the Career Education program in Sheboygan, the other on the interpretation of the data collected from the Senior Survey in 1975 and 1976.

Twelve press releases were submitted to and accepted by the local Press accounting for a total of 96 column inches of space specifically relating to the Career Education program. In addition, an editorial regarding Career Guidance Week was published and the mayor issued a proclamation officially citing November 7-13 as National Career Guidance Week.

The Career Ed. Coordinator has served as a presentor and a resource person to several parent groups and on a number of occasions to outlying school groups.

Sheboygan has hosted a number of groups for on-site inspections of our facilities. Of particular note is a visitation by 12 teachers, counselors and the assistant superintendent from Stevens Point, a partnership district to another consortium district. A large delegation from Brodhead also spent a day in a number of our schools during February.

One of our teachers served as a consultant to the WETN course, "Implementing Career Education in the classroom," in April. The Career Ed. Coordinator and two teachers served as resource people at the DPI dissemination program in Madison in May. The Career Ed. Coordinator also served as a presentor for an inservice workshop with the senior high staff in the Sheboygan Falls school district in late May.

14. Special Activities

In addition to the monthly newsletter, Career News, and the community resource guide, special lists of speakers' bureaus have been made available to teachers as they come to the attention of the Career Education Coordinator. As of January 1, a list of resource people from a bank, the technical institute and a hospital have been distributed. The AAUW chapter is in the process of updating and revising their extensive speaker list. Continued use of this resource in particular can be of help in reducing sex stereotyping in careers and occupations. A survey, being undertaken with the cooperation of the AAUW chapter is currently being planned to determine the degree to which sex stereotyping exists among students at various grade levels in the school district. The director of Research and Development is in charge of the conduct of the survey. The data obtained from this effort may prove helpful in developing strategies designed to reduce sex stereotyping.

Several of our Special Ed. staff members have developed projects and hands-on activities for their students. AV materials designed for C.E. for slower students have been purchased with project funds after being reviewed by the Director of Special Education.

APPENDIX

TO

FINAL REPORT OF

SHEBOYGAN AREA SCHOOL DISTRICT

1976-77

SAMPLE FROM COMMUNITY RESOURCE DIRECTORY

JUNG SHOE MANUFACTURING CO.
620 S. 8th St.
Sheboygan, WI 53081
458-3483

The Jung Shoe Mfg. Co. was founded in 1892 and producing 250,000 shoes annually is one of the leading 'work shoe' manufacturers in Wisconsin.

A high school diploma is not required for entry level jobs, but attendance is considered very important, both school attendance and attendance on the job. Jung Shoe will hire handicapped for certain jobs.

Many of the available jobs do not require special skills. Training is done on the job. Some of the jobs such as secretaries, foremen, shipping clerks and mechanics are paid hourly. Most of the assembly and general factory jobs are based on piece work. There are at least 86 seperate functions involved in the manufacture of a shoe. Many of the jobs do not require a great deal of physical strength. Working conditions are good and relatively noise free.

90% of the employees are members of the United Shoeworkers of America. Beginning salary is slightly above minimum wage and the average employee earns around $3.75 per hour. The company has good fringe benefits for all employees. Employment outlook is good. Jung shoe hires some summer help. There is a small constant turnover of workers. Experienced sewers are always in demand.

When applying for a job here, it is suggested that the applicant be dressed neatly and appear interested in working. Applicants should not be accompanied by friends or relatives.

CONTACT: Henry Jung, president
Nancy Zeinemann, executive secretary

Mr. Jung or Ms. Zeinemann are available to come into the classroom to discuss jobs and buisness. They would also be willing to demonstrate how shoes are made.

Small groups of 5 to 8 (13 years and older) would be welcome if there is a purpose in the visit. There should be an interest in industry or manufacturing. This would be an excellent follow-up to a presentation by Armira tannery.

ACTIVITIES:

A company representative will come into the classroom to illustrate the manufacture of a shoe. Leather scraps are available for class project use.

An elementary sewing activity (make a shoe out of cloth) could be followed by a speaker from Jung.

"People Who Make Things" presentation using available AV materials.

Set up an assembly line to produce a product. Shows the importance of each worker.

appendix 2

FOLLOW-UP SURVEY OF THE CLASSES OF 1975-1976

As part of the evaluation procedure of the 1976-77 Career Education project we decided to do a follow-up survey of the Sr. classes of 1975 and 1976 from both North and South High School.

We wanted to see if there had been any measurable differences in the students' perceptions of the services he/she received while enrolled at the high school, as those services relate to Career information. The survey will also be conducted in the late fall of 1977 with a sample of the Class of '77.

For those who are interested, further data is available. We have a breakdown by sex and by curriculum areas of concentration by the students who responded.

On the sheet "North and South Combined", it can be noted that many of the catagories seem to indicate a slight shift to the columns which indicate that students feel they received a bit more information for the specific items. Of particular note are items #10 and #11. In item 10 in 1975, 70% of the respondents felt that they received "a great deal to some" information which helped them to see the importance of developing their abilities and talents. With the 1976 group, 75% felt they had help in this area. This may indicate that teachers and counselors are doing more in the area of individualization of instruction to meet particular student needs.

Item 11 asked if students received career counseling which helped them see their abilities in relation to their high school subject selection. In the 1975 survey, 56% felt they received "a great deal to some" of this kind of help. The '76 class responded with 65% in these catagories, a significant increase, which probably indicates a greater effort on the part of guidance staff and the increased use of the Career Center and career planning materials.

On the individual school reports, similar changes can be noted. The one item which stands out is #8. It seems that it would be an easy matter to educate high school students about the functions and purposes of labor unions and other organizations at some point in their high school experience. 75 to 80% of those sampled indicated that they received very little or no information about such groups.

If you have any questions about this survey or wish to see information on further available breakdowns of the data we have received, please feel free to contact me.

Respectfully,

Allen

60 respondents
20 male
40 female

I was in the class of 1975 X

NORTH AND SOUTH HIGH COMBINED

The statements below ask for your opinion about certain kinds of information about your high school experiences. Please circle the number which applies to your situation as you remember it.

While in high school I received:

a great deal	an adequate amt.	some	very little	none	
3%	13%	15%	20%	47%	1. employment information from Job Service
12	28	28	17	13	2. information about where to obtain additional training or information that I need or want.
8	8	22	13	47	3. information and assistance in finding and getting a job.
5	32	28	22	13	4. information about current and future trends in the job market.
5	15	42	23	13	5. information about how to fit my skills and interests to a wide variety of related jobs.
7	17	28	30	18	6. opportunities to learn about different jobs through field trips, filmstrips and/or movies.
12	13	30	33	12	7. information about what employers and/or schools will expect of me.
0	7	18	32	43	8. information about labor unions and other organizations related to employment.
3	13	22	32	30	9. information about how a particular occupation will affect my lifestyle and/or my standard of living.
12	23	35	17	13	10. information which helped me to see the importance of developing my abilities and talents.
12	22	20	28	18	11. career counseling which helped me to see my abilities in relation to my high school subject selection.

1. yes 92% 2. no 8% — 12. I am pleased with what I am now doing.

If you have a full time job, answer below:

13. I plan to:
   1. continue what I am doing 23%
   2. return for more schooling 9%
   3. quit work and raise a family 0
   4. look for another job 2%
   5. keep this job & continue my education 11%
   6. other 2%
   Does Not Apply 54%

14. What do you think that your high school could have done to better prepare you for the world of work?

Varied responses

I was in the class of 1976 X

NORTH AND SOUTH HIGH COMBINED

111 Respondents
54 male
57 female

The statements below ask for your opinion about certain kinds of information about your high school experiences. Please circle the number which applies to your situation as you remember it.

While in high school I received:

a great deal	an adequate amt.	some	very little	none	
5%	14%	20%	14%	48%	1. employment information from Job Service
10	31	23	16	19	2. information about where to obtain additional training or information that I need or want.
10	11	14	14	50	3. information and assistance in finding and getting a job.
3	19	28	28	22	4. information about current and future trends in the job market.
6	18	34	11	30	5. information about how to fit my skills and interests to a wide variety of related jobs.
10	16	27	26	20	6. opportunities to learn about different jobs through field trips, filmstrips and/or movies.
12	29	28	16	14	7. information about what employers and/or schools will expect of me.
0	7	23	27	41	8. information about labor unions and other organizations related to employment.
5	23	27	15	29	9. information about how a particular occupation will affect my lifestyle and/or my standard of living.
20	32	23	12	12	10. information which helped me to see the importance of developing my abilities and talents.
14	28	23	18	17	11. career counseling which helped me to see my abilities in relation to my high school subject selection.

1. yes 83 2. no 15 — 12. I am pleased with what I am now doing.

If you have a full time job, answer below:

13. I plan to:
    1. continue what I am doing 29%
    2. return for more schooling 5%
    3. quit work and reise a family 2%
    4. look for another job 4%
    5. keep this job & continue my education 8%
    6. other 1%
    Does Not Apply 52%

14. What do you think that your high school could have done to better prepare you for the world of work?

28 Respondents
9 male
19 female

I was in the class of 1975 X

[✓ North] ___ South_____

The statements below ask for your opinion about certain kinds of information about your high school experiences. Please circle the number which applies to your situation as you remember it.

While in high school I received:

a great deal	an adequate amt.	some	very little	none	
0	7%	18%	14%	61%	1. employment information from Job Service
7	21	32	21	18	2. information about where to obtain additional training or information that I need or want.
7	7	11	14	61	3. information and assistance in finding and getting a job.
4	32	39	4	21	4. information about current and future trends in the job market.
4	11	39	25	18	5. information about how to fit my skills and interests to a wide variety of related jobs.
11	11	32	29	18	6. opportunities to learn about different jobs through field trips, filmstrips and/or movies.
14	7	25	43	11	7. information about what employers and/or schools will expect of me.
0	0	21	25	54	8. information about labor unions and other organizations related to employment.
0	14	11	39	36	9. information about how a particular occupation will affect my lifestyle and/or my standard of living.
11	14	43	18	14	10. information which helped me to see the importance of developing my abilities and talents.
11	29	21	18	21	11. career counseling which helped me to see my abilities in relation to my high school subject selection.

1. yes 86 2. no 14

12. I am pleased with what I am now doing.

If you have a full time job, answer below:

13. I plan to:
    1. continue what I am doing 16%
    2. return for more schooling 16%
    3. quit work and raise a family 16%
    4. look for another job 0
    5. keep this job & continue my education 3%
    6. other 16%
    Does Not Apply 48%

14. What do you think that your high school could have done to better prepare you for the world of work?

varied responses

56 Respondents
26 male
30 female

I was in the class of
1976 X
[✓ North] ___ South ___

The statements below ask for your opinion about certain kinds of information about your high school experiences. Please circle the number which applies to your situation as you remember it.

While in high school I received:

a great deal	[illegible]	some	very little	none	
2%	7%	29	7%	55	1. employment information from Job Service
13	25	21	18	21	2. information about where to obtain additional training or information that I need or want.
7	7	9	13	61	3. information and assistance in finding and getting a job.
2	13	21	29	34	4. information about current and future trends in the job market.
2	20	27	9	41	5. information about how to fit my skills and interests to a wide variety of related jobs.
9	14	23	23	29	6. opportunities to learn about different jobs through field trips, filmstrips and/or movies.
11	27	29	16	18	7. information about what employers and/or schools will expect of me.
0	4	20	25	50	8. information about labor unions and other organizations related to employment.
4	23	32	11	29	9. information about how a particular occupation will affect my lifestyle and/or my standard of living.
20	29	21	7	21	10. information which helped me to see the importance of developing my abilities and talents.
13	21	21	18	27	11. career counseling which helped me to see my abilities in relation to my high school subject selection.

1. yes 84% 2. no 14% — 12. I am pleased with what I am now doing.

If you have a full time job, answer below:

13. I plan to:
    1. continue what I am doing 25%
    2. return for more schooling 7%
    3. quit work and raise a family 0
    4. look for another job 2%
    5. keep this job & continue my education 11%
    6. other 2%

Does not Apply 54%

14. What do you think that your high school could have done to better prepare you for the world of work?

I was in the class of 1975 X

North ____ [✓ South] ____

32 Respondents
11 male
21 female

The statements below ask for your opinion about certain kinds of information about your high school experiences. Please circle the number which applies to your situation as you remember it.

While in high school I received:

a great deal	[illegible]	some	very little	none	
6%	19%	13%	25%	34	1. employment information from Job Service
16	34	25	13	9	2. information about where to obtain additional training or information that I need or want.
9	9	31	13	34	3. information and assistance in finding and getting a job.
6	31	19	38	6	4. information about current and future trends in the job market.
6	19	44	22	9	5. information about how to fit my skills and interests to a wide variety of related jobs.
3	22	25	31	19	6. opportunities to learn about different jobs through field trips, filmstrips and/or movies.
9	19	34	25	13	7. information about what employers and/or schools will expect of me.
0	13	16	38	34	8. information about labor unions and other organizations related to employment.
6	13	31	25	25	9. information about how a particular occupation will affect my lifestyle and/or my standard of living.
13	31	28	16	13	10. information which helped me to see the importance of developing my abilities and talents.
13	16	19	38	16	11. career counseling which helped me to see my abilities in relation to my high school subject selection.

1. yes 97 2. no 3 — 12. I am pleased with what I am now doing.

If you have a full time job, answer below:

13. I plan to:
    1. continue what I am doing 29%
    2. return for more schooling 3%
    3. quit work and raise a family 0
    4. look for another job 0
    5. keep this job & continue my education 6%
    6. other 3%
    Does Not Apply 59%

14. What do you think that your high school could have done to better prepare you for the world of work?

varied responses

55 Respondents
28 male
27 female

I was in the class of 1976 X

North___ [✓ South]

The statements below ask for your opinion about certain kinds of information about your high school experiences. Please circle the number which applies to your situation as you remember it.

While in high school I received:

a great deal	[illegible]	some	very little	none	
9%	17%	16%	18%	40%	1. employment information from Job Service
7	36	25	15	16	2. information about where to obtain additional training or information that I need or want.
13	15	20	15	38	3. information and assistance in finding and getting a job.
4	25	35	27	9	4. information about current and future trends in the job market.
11	16	42	13	18	5. information about how to fit my skills and interests to a wide variety of related jobs.
11	18	31	29	11	6. opportunities to learn about different jobs through field trips, filmstrips and/or movies.
13	31	27	16	11	7. information about what employers and/or schools will expect of me.
0	11	27	31	31	8. information about labor unions and other organizations related to employment.
5	24	22	20	29	9. information about how a particular occupation will affect my lifestyle and/or my standard of living.
20	36	25	16	2	10. information which helped me to see the importance of developing my abilities and talents.
15	35	25	15	7	11. career counseling which helped me to see my abilities in relation to my high school subject selection.

1. yes 82% 2. no 16% 12. I am pleased with what I am now doing.

If you have a full time job, answer below:

13. I plan to:
    1. continue what I am doing 33%
    2. return for more schooling 2%
    3. quit work and raise a family 4%
    4. look for another job 5%
    5. keep this job & continue my education 5%
    6. other
    Does Not Apply 51%

14. What do you think that your high school could have done to better prepare you for the world of work?

appendix 3

Department of Academic Services
SHEBOYGAN AREA SCHOOL DISTRICT
Sheboygan, Wisconsin

May 23, 1977

TO: Professional Staff

FROM: The Inservice and Professional Improvement Committee

SUBJECT: Professional Staff Report on 1976-77 Use of Community Resources for Career Education

Return completed report to the building principal by June 10th, 1977.

1. In column 1, list any community resources for career education used during this school year. Include the name of the business, industry or organization. If you used more than five resources, list the five best.
2. In column 2, indicate the type of activity in which the resource was used: Field trips, class discussions, work study, etc.
3. In column 3, indicate the effectiveness of the activity with the appropriate number from this scale:
    1. Ineffective
    2. Effective
    3. Very effective
4. In column 4, write "Yes" if the activity was suggested by the Community Resource Directory distributed in January, 1977.

Name: ____________________ School: ____________________ Grade level/ subject: __________

1. Career Education Community Resource Used	2. Type of Activity	3. Effectiveness of Activity	4. Suggested by Community Resource Directory
a.			
b.			
c.			
d.			
e.			

Sheboygan

appendix 4a

Employers' Community Placement Evaluation

1. name _ 2.date_ _ _ _ _ _ _ _

3. your position _

4. firm name _

5. number of students you sponsorsed this year _ _ _ _ _

Do you think this short (½ day) encounter
was worthwhile for the student? 6. yes_____ 7. no_____

Was the length of the visit 8.too long____ 9. too short _____

10. about right _____

Was the student attitude 11. good_______ 12. indifferent _____

Was the student dressed 13. appropriately ____ 14. inappropriately ____

Please explain:

15.Did the students meet your expectations? Why or why not

16. What information about each student should you have to make better business/student assignments?

17. How do you think this program could be improved?

18. Are you interested in participating again in the next school year?

Additional comments:

Thank you for your help and participation.

Please complete and return this form to:

Allen I. Stessmann, Career Ed. Coordinator
Sheboygan Area School District
830 Virginia Ave.
Sheboygan, WI 53081

appendix 4b

Student's Community Placement Evaluation

1. name _ 2.school _ _ _ _ _ _ _ _ _

3. date _ _ _ _ _ _ _ 4. year of graduation ______5.male___ 6.female___

7. name of business visited _

8. product of business _

9. number of hours spent at the site _ _ _ _ _ _ _ _ _

Please answer these questions:

Was the visit worthwhile for you? 10.yes____ 11. no ____

Was your visit 12.too long____ 13. too short_____ 14. about right__

How did the employer receive you? 15. warmly____ 16. uninterested ____

Did you learn new skills or see how what you study in school relates to the world of work?

17. yes____ 18. no ____

Please explain:

Do you think other students should participate in this program in future years?

19. yes ____ 20. no ____

Additional comments or observations which you think will help us to improve this program in the future:

Please return this form to your teacher and ask him/her to forward it to Mr. Allen Stessmann.

Thank you for your help with this project and good luck to you.

appendix 5

UW-STOUT EVALUATION OF SUMMER 1976 WORKSHOP

The attached results of the pre and post test conducted by UW- Stout in regard to the summer 1976 workshop on Interaction Experience with Business People for Career Education indicates significant changes in responses.

The responses in the pre-test indicated an average degree of understanding and knowledge of the items questioned. The average of all responses for all nine questions was 35.500 on a scale of 9.000 to 63.000, or slightly below the average of 36.000.

After the course which involved six visitations to a variety of area businesses and industries and to the Vocational School (LTI), interaction with key personnel in those institutions and the drafting of reports in relation to the visitations, the post-test indicated a significant change in the understanding and knowledge of the items questioned. The average of all responses for all nine questions was 46.500 within the scale ot 9.000 to 63.000, or significantly above the average response of 36.000.

Items of particular interest in comparing the pre and post data are #'s 3, 6, 7, and 8.

Number 3 of the pre-test indicated that 46% of the participants felt they had average or less than average knowledge of the business and industrial community. The post-test revealed that 0% indicated average or less than average knowledge and 100% felt that they had above average knowledge in this area.

Number 6 asks about knowledge of Career Opportunities for employment bound students. The pre-test shows that 63% felt they had average or below average knowledge in this area. The post test show that 92% felt that they had above average knowledge, with 58% indicating a high degree.

Number 8 asks about awareness of attitudes toward work held by youthful employees. In the pre-test, 55% felt they had an average or below average awareness of this. In the post test, 87% felt they had above average awareness.

Number 7 asked for the participants to indicate the extent to which they were aware of the applications of basic skills (3 R's) in community businesses. In the pre-test 54% indicated average or less than average knowledge in this area. The post test shows an astounding 96% responding in the above average knowledge range.

RESULTS OF THE PRE-TEST

INTERACTION EXPERIENCE WITH BUSINESS PEOPLE

This professional growth experience is designed to help you increase your knowledge of the role of business in society, and the related implications for education. From past experiences, we think business seminar-visitation programs are very helpful, and we would like to take a "pre-post reading" from each of the participants of this program. Thus, we are inviting you to complete the following questionnaire; please circle the number on the scale which represents your own assessment of your present degree of knowledge, understanding, skill, or attitude referred to in the question. (Some of you are "repeaters", and yes we would like you to complete it again.)

#'s to the right indicate the % who made that choice. LOW HIGH MEAN (Ave.)

1. How would you rate your understanding of economic issues facing the United States today (i.e., inflation, recession, unemployment, etc.)?
   1 2 3 4 5 6 7
   (0-13-4-42-25-17-0 %) 4.29

2. How would you rate your understanding of the American free enterprise system?
   1 2 3 4 5 6 7
   (4-8-13-29-25-17-4 %) 4.29

3. How would you rate your present degree of knowledge of business and industry in the community and surrounding area?
   1 2 3 4 5 6 7
   (0 4-21-21-25-29-0 %) 4.54

4. How would you rate your understanding of the private business sector as compared to your understanding of public education?
   1 2 3 4 5 6 7
   (0-13-25-25-25-13-0 %) 4.00

5. Indicate the degree to which you are familiar with current employment trends in the community and surrounding area.
   1 2 3 4 5 6 7
   (8-8-18-37-29-0-0 %) 3 71

6. Indicate your knowledge of career opportunities for employment-bound students.
   1 2 3 4 5 6 7
   (0-21-21-21-29-8-0 %) 3.83

7. Indicate your knowledge of the applications of basic skills (the three R's) in community businesses.
   1 2 3 4 5 6 7
   (0-4-21-29-29-17-0 %) 4.33

8. To what extent are you aware of the attitudes toward work held by youthful employees?
   1 2 3 4 5 6 7
   (0-13-13-29-25-17-4 %) 4 33

9. Indicate the degree to which you call upon the guidance counselor to assist in planning and delivering career related activities associated with the courses you teach (middle and high school teachers only). (24% omit)
   1 2 3 4 5 6 7
   (8-29-8-4-17-4-0 %) 3.06

10. School level:
    ___ elementary
    ___ middle
    ___ high school

the total MEAN score (ave) for the pre-test was 35.500 within the range of 9.000 to 63.000

RESULTS OF THE POST-TEST

INTERACTION EXPERIENCE WITH BUSINESS PEOPLE

This professional growth experience is designed to help you increase your knowledge of the role of business in society, and the related implications for education. From past experiences, we think business seminar-visitation programs are very helpful, and we would like to take a "pre-post reading" from each of the participants of this program. Thus, we are inviting you to complete the following questionnaire; please circle the number on the scale which represents your own assessment of your present degree of knowledge, understanding, skill, or attitude referred to in the question. (Some of you are "repeaters", and yes we would like you to complete it again.)

#'s to the right indicate the % who made that choice........

		LOW 1	2	3	4	5	6	HIGH 7	MEAN (ave.)
1.	How would you rate your understanding of economic issues facing the United States today (i.e., inflation, recession, unemployment, etc.)?	0	0	8	25	29	29	8%	5.04
2.	How would you rate your understanding of the American free enterprise system?	0	0	8	25	29	33	4%	5.00
* 3.	How would you rate your present degree of knowledge of business and industry in the community and surrounding area?	0	0	0	0	25	54	21%	5.96
4.	How would you rate your understanding of the private business sector as compared to your understanding of public education?	0	0	0	13	54	29	4%	5 25
5.	Indicate the degree to which you are familiar with current employment trends in the community and surrounding area.	0	0	–	8	38	46	8%	5 54
* 6.	Indicate your knowledge of career opportunities for employment-bound students.	0	0	4	4	33	50	8%	5.54
* 7.	Indicate your knowledge of the applications of basic skills (the three R's) in community businesses.	0	0	0	4	38	46	13%	5 67
* 8.	To what extent are you aware of the attitudes toward work held by youthful employees?	0	0	0	13	42	38	8%	5 42
9.	Indicate the degree to which you call upon the guidance counselor to assist in planning and delivering career related activities associated with the courses you teach (middle and high school teachers only). (21% [illegible])	8	4	13	29	13	13	0%	3.89

10. School level:

___ elementary
___ middle
___ high school

the total MEAN score (ave.) for the post-test was 46.500 within the range of 9.000 to 63.000

appendix 6

Interpretation of Data
from
1977 Career Education Newsletter Survey

The attached sheet shows the comparative results of the surveys taken in May, 1976 and May, 1977 to determine the impact of the newsletter Career News. In 1976, the survey was administered to all teachers and counselors in the Sheboygan Area School District. In 1977, the identical survey was administered to about 25% of the same population.

Responses are expressed in per-centages. The 1976 results are indicated in ( ) with the 1977 responses next to or under the 1976 responses.

For the most part, there are no startling variances in a comparison of the two studies. In item #4 we can note that more staff members indicate that they have used ideas or resources from the newsletter in 1977 than in 1976.

The survey indicates, in general, that staff has positively accepted the concept of a newsletter. It is read to some degree by all recipients. 65% feel a need for disseminating Career Education information via a newsletter.

58% feel that the newsletter has given them a better understanding of the concepts and purposes of Career Education.

88% feel that the newsletter is of value in sharing ideas and strategies used by fellow teachers.

67% feel that the newsletter has been of help in identifying and locating local resources for their use in the classroom.

60% feel that the newsletter is useful and should be continued while only 9% indicated that it was of no value.

Based on the comments entered in item #7, it can be interpreted that perhaps a monthly edition is too frequent and an issue every 6 or 8 weeks would be better received and more completely read by the recipients.

Respectfully,

() - '76 R's

Directions: This is a survey regarding our local career education newsletter. In order to improve the newsletter's quality and make it more responsive to your needs, your responses to the following questions are important. Please mark your response to each item with an (X) or check in the appropriate place, and write brief comments where instructed.

1. Have you received any previous issues of our local career education newsletter?
   (1) Yes, I have received the newsletter regularly (99) 94
   (2) Yes, I have occasionally received issues (1) 5
   (3) No, the issue accompanying this survey is the first I have received (0) 0

2. How much time do you usually spend reading the newsletter?
   (1) ___ Enough time to read everything thoroughly (39) 34
   (2) ___ Time to read selected articles and features (35) 41
   (3) ___ Just glance over contents (26) 23
   (4) ___ Haven't usually taken time to read it (0) 02

3. Does the newsletter have significant content?
   (1) ___ Yes, always (11) 05
   (2) ___ Yes, usually (56) 58
   (3) ___ Yes, once in awhile (26) 33
   (4) ___ No (07) 03

4. [illegible]
   (1) ___ [illegible] (2) 3
   (2) ___ [illegible] (27) 32
   (3) ___ [illegible] (18) 19
   (4) ___ None yet (41) 37
   (5) ___ Does not apply, I'm not a teacher (8) 6

5. Please list some of the ideas, if any, which you have used or plan to use.

varied responses

6. How would you rate the physical appearance (layout and quality of reproduction) of the newsletter?
   (1) ___ [illegible] (13) 10
   (2) ___ [illegible] (40) 31
   (3) ___ [illegible] (38) 57
   (4) ___ Needs improvement (please specify) ___ (9) 2

7. [illegible] in the newsletter would you like to [illegible]

varied responses

8. Would you be willing to write a short article for the newsletter?
   (1) ___ Yes Topic ___
   (2) ___ No Your Name ___

9. [illegible] about the newsletter. [illegible] which best indicates your [illegible]

	(1)	(2)	(3)	(4)	(5)
a. [illegible] career education information [illegible]	(16) 11	(41) 51	(26) 25	(15) 12	(2) —
b. The newsletter has [illegible] understanding of what [illegible]	(10) 5	(52) 56	(15) 21	(18) 17	(2) 1
c. [illegible]	(26) 18	(61) 70	(6) [illegible]	(9) 2	— —
d. [illegible]	(7) 10	(60) 57	[illegible] 21	[illegible] 3	[illegible] 1
e. [illegible]	[illegible] 11	[illegible] 73	[illegible] 16	[illegible]	—
f. Contents [illegible] in an [illegible] authoritative manner.	[illegible] 12	[illegible] 66	[illegible] 17	(3) 3	— 1
g. The newsletter is very valuable and should be continued.	[illegible] 7	[illegible] 53	[illegible] 32	[illegible] 3	[illegible] 1

10. What is your position in the school system?
   (1) ___ Teacher 90%
   (2) ___ Administrator 3%
   (3) ___ Counselor 4%
   (4) ___ [illegible]
   (5) ___ Other (please specify) 3%

11. [illegible]
   (1) ___ [illegible] 23%
   (2) ___ [illegible] 25%
   (3) ___ [illegible] 34%
   (4) ___ [illegible] 18%

Please return this survey to your
building PRINCIPAL within the next
TWO days. Thank you.
Al Stessmann

Sheboygan Public Schools
Sheboygan, Wisconsin 53081

career news

September, 1976

Secondary CAREER EXPLORATION

"We daily witness the brutal rejection of the untrained by our increasingly technological society because they cannot compete ..."

— **Dr. Sidney P. Marland**
former U.S. Commissioner of Education

Welcome back to another school year. I hope you have had a restful and rewarding vacation. No doubt you have returned, overflowing with new ideas about Career Education which cen be fused into your program. In case you haven't thought about Career Ed. at all, I want to let you know that this newsletter will continue this yeer.

The format will basically be the same, however, as a result of the Newsletter Evaluation which you helped with last Spring, a few changes will be made.

93% of you felt that the newsletter usually had some significant content for you. That very large positive reaction reflects the feedback you gave to me in regard to the activities you do in your classroom.

65% felt that there was need for a dissemination tool of this type. 86% felt that the newsletter had done a good job of informing you about what other teachers were doing in Career Education. 84% felt that the contents were up to date. Only 11 % did not feel that the newsletter was of some value. 80% said that they, as a result of the newsletter, had a better understanding of what Career Education is.

Several of you who made comments indicated that you felt that the newsletter came out too often, and for that reason, there will only be one issue per month instead of two. Some of you also felt that the format appeared a bit too disorganized. I shall try to abide by a more formal layout so that the newsletter will be a little more readable.

I appreciate your comments and I hope that you will continue to offer suggestions as the school year progresses. Please continue to share your ideas and activities not only with me, but with the teacher next door and down the hall. We must learn from each other.

Al Stessmann

CAREER ED. FROM THE HISTORIAN . . . .

"The direction in which education starts a man will determine his future work and life."
Plato (427-347 B.C.)

* * * * *

"Education should provide so wide an understanding of the relation of one's work to society that no vocation could become a rut and no worker could be shut off from a full and rich life in his work."
Sam Gompers (1850-1924)

If some days you wonder why you're teaching, the following information might help you see the need: Based on a Government-financed study of the knowledge and skills of the adult population, conducted by the University of Texas--

In these areas--	This proportion of U.S. Is Functionally Incompetent	population-- Justs Gets by	Is Proficient
Getting and keeping a satisfactory job	19.1%	31.9%	49.0%
Managing family budget	29.4%	33.0%	37.6%
Awareness of government and legal rights	25.8%	26.2%	48.0%
Ability to maintain good health	21.3%	30.3%	48.3%
Ability to use community resources	22.6%	26.0%	51.4%
Reading	21.7%	32.2%	46.1%
Problem solving	28.0%	23.4%	48.5%
Computation	32.9%	26.3%	40.8%
Writing	16.4%	25.5%	58.1%
Over-all competence	19.7%	33.9%	46.3%

LTI has a fantastic list of FREE Career films for your use. That list is in your Career Center or IMC. All you need to do is call the Cleveland Campus and request a date. If you get the film to me, I will arrange to return it at NO COST to you. There are films which relate to every subject area. When a film arrives, can you try and share it with another department member?

EACH OF YOUR CAREER CENTERS OR IMC'S HAS ONE OR MORE COPIES OF THE Occupational Opportunities Handbook, a thick volume published and updated every two years by the Federal Government. Here are a few ideas your students can use to make use of this valuable book.

1. Use the "yellow pages" of the telephone directory and find at least ten job titles which interest you. Look up these job titles in the O.O.H. and study the description given. Select the one title which sounds most interesting to you. Select the place from the "yellow pages" where you originally saw the occupation and interview a person in the community who has such a job. Bring the report back to class, or perhaps bring the person to class to speak. A great activity to learn writing and speaking skills as well as to learn more about the community and the kinds of people and work done here.
2. How many occupations can be found which describe people in Health fields (or Math, Science, English skills, Foreign Language, or whatever you teach)? Are there people in our community who have similar jobs which are described here? Can you use them in your classroom?
3. What kinds of jobs in the O.O.H. require people to travel? to work indoors? to work outdoors? to work closely with others? What type of condition does the individual student prefer and why?
4. A good JUNIOR HIGH OR FOREIGN LANGUAGE ACTIVITY: Assign or have students select from pairs of occupations such as Airline pilot/Plumber, Bricklayer/Art Teacher, Patholigist/Riviter, Veterinarian/Electroplater, etc. Have the student find out about his selection from available in-school and out-of-school resources. Have the student imagine he is the person with that occupation and have him tell another person about his job. What skills does he need? What education was necessary? What likes and dislikes does he have? The O.O.H. should be a starting point for this and many other activities. An activity like this this would also do well as a WRITING ASSIGNMENT for a LANGUAGE ARTS unit in writing and paragraphing conversation.

SOME QUICKIE IDEAS FOR YOU . . . . . .

Faculty Members Are Resource Persons!

The guy next door probably has a skill or hobby that he has used for a source of extra income--or perhaps he does community work. Why not have him come and talk about it?

Sex Bias

Ask students to make a list of men's and women's work. Have them discuss why the other sex cannot perform the same task. Why are they wrong? Why should women work? How has the role of the woman changed in our society?

Invite a recent graduate or two to speak to the class about their first occupational experiences.

Discuss the value or summer paid jobs and jobs around the home which may or may not be paid. Why are those jobs important?

FROM OTHER SCHOOL
DISTRICTS . . . .

The importance of a good education and of staying in school was stressed by Bernard Quigley, employment manager at Toledo Scale Corporation, when he talked to Rosemary LaVoy's eighth grade mathematics classes. Mr. Quigley talked with the students about the dress, behavior and personal characteristics employers look for in job applicants and provided them with many helpful job seeking tips. He also brought several company brochures that he discussed in detail with the students before answering their questions about employment opportunities at Toledo Scale.

Do we teach this:

"The only way to live happily with people is to overlook their faults and admire their virtues."

career news

Sheboygan Area School District
830 Virginia Ave.
Sheboygan, WI 53081

NOVEMBER 1976

secondary

The elections have finally passed and now is the time for all of the rhetoric to become law and action. We can only hope that our elected officials will respond to the needs of the people. We must not leave that job entirely up to those officials and then complain if our point of view is not expressed. We must become involved in the entire process of government.

Our State and local elected officials are very willing to come into the classroom to talk about their jobs and about careers in government, whether elected positions or bureaucratic employees. There are many vital careers in government and this is a great way for our students to get to know their elected officials and learn about what they do.

LTI FREE FILMS

There has been a real increase in the use of the LTI free Career films. If you have some ideas for purchasing films not included in the list in your media center, please let me know. LTI has informed me that they have some money for Career films and would welcome suggestions from Sheboygan teachers.

If you have not yet used these films, why not check over the list. There are films for every subject area and grade level. All you need to do is call LTI and request your film for a chosen date. They will be sent to you free. If you get the film to me right after you show it, I will return it to LTI for you at no cost. How can you go wrong?

HOUSTON CAREER CONFERENCE

During the week of November 8 I will be in Houston, Texas for the first annual National Career Education Conference. The conference was called by the U.S. Commissioner of Education in an attempt to bring together the forces of Education, Labor, Management, Government, Services, Parents and Friends of Education for the first time. It is expected that over 20,000 people from all over the world will attend. In the next issue of Career News I will bring you some of the reports of the various sessions which I will attend. Wisconsin and our present project will be represented with some of our locally developed materials as well as some of the pictures I recently took of career activities here.

SPEAKERS' BUREAU

Last week you should have received at bright yellow information sheet supplied by Memorial Hospital. This sheet described the extensive speakers' bureau that the hospital has provided for us to use in the classroom. I hope you will use this service often. It can be a great way for students to learn about careers and career areas they may not have thought about.

SHEBOYGAN...WHERE IT'S AT.....

The slide/sound project which you saw at pre-session has had some use during the first quarter. But it is still in my office about 2 or 3 days a week. I would like to have it in constant circulation. If you'd like to use it, please send me a note about two or three weeks in advance and I will schedule it for you. It can be used with an ordinary Carousel projector and a cassette player. The program takes only 30 minutes which allows a good session for follow up discussion.

ENTERTAINMENT

WORDS OF WISDOM

"A student may not be as good as you tell him he is, but he'll probably try harder."

"Ah, progress! It takes ten times more gear for a cookout than great-grandfather needed to conquer the wilderness."

Here are a couple of part time job suggestions for your students. Do you know a couple of enterprising students who might be interested? Do you have any suggestions of your own that we might suggest in future issues?

Custodian's the name, cleaning's the game. Are there office buildings in your neighborhood that are not large enough to warrant full-time maintenance staffs? Leave your name with building owners and property management companies. Try individual small firms too. They may call you the next time there's an opening to tidy up after office hours.

TRUE OR FALSE ? ? ?

$2.30 per hour is the minimum wage for all.

False. The $2.30-an-hour federal minimum wage rate which took effect Jan. 1 does not apply to all workers.

For agricultural workers, the new minimum wage is $2.00 an hour.

For hospital, school, laundry, and domestic workers, the new rate is $2.20.

A full-time student can be hired at 85% of normal wage levels under certain circumstances.

Student learners in school related work-study programs can be paid 75% of the normal rate.

Confusing? You bet. And there are still more exceptions to the $2.30 rate that we can't cover here.

When in doubt about what you should be paid according to federal law, call the nearest Wage and Hour Office of the U.S. Department of Labor.

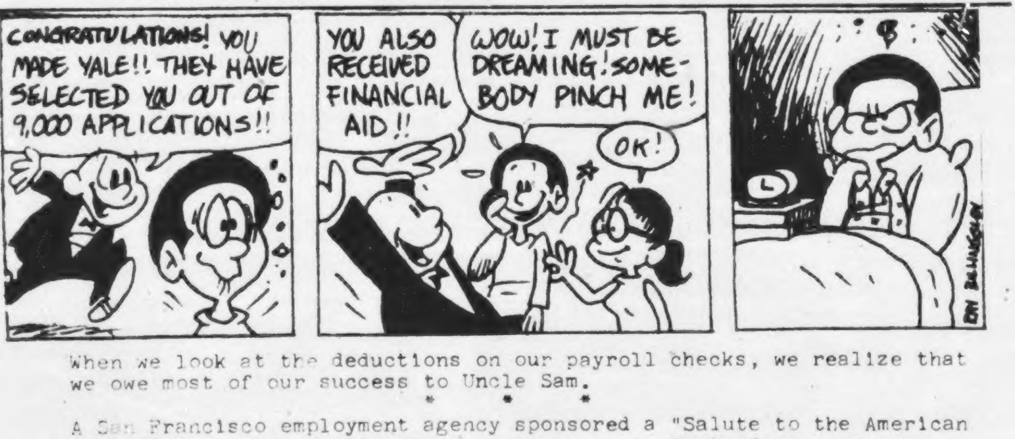
WOMEN AND THE JOBLESS RATE

Women constitute well over half of the U.S. population and yet females occupy the lower rungs of the employment ladder-when they can find work at all.

In 1973, the unemployment rate for women was 6%, compared to 4.1% for men. In 1973, 8.6% of the mothers with children under 3 were unemployed. Women who do find a niche in the tight job market can expect to earn less than their male counterparts. Women's full time earnings earnings in 1972 were only 57.9% of men's. That is lower than in 1955 when women earned 63.9% of the salary of their male counterparts.

FICTION: Most women work for extra money to supplement a husband's income.
FACT: Nearly 2/3 of all women workers either are single, divorced or else they have husbands who earn less than $7,000 a year. Women work because of economic need.
FICTION: The reason women earn less is because men are better educated.
FACT: The average women workers and the average men workers each have completed a median of 12.4 years of schooling. The average female college graduate today earns only slightly more than a man who has completed the 8th grade. The average female college graduate makes $7,930, just a little over half of what a male college graduate makes ($13,320). (based on 1974 figures).

Something must be done...perhaps passage of ERA will help this most inequitable situation.


CONGRATULATIONS! YOU MADE YALE!! THEY HAVE SELECTED YOU OUT OF 9,000 APPLICATIONS!!
YOU ALSO RECEIVED FINANCIAL AID!!
WOW! I MUST BE DREAMING! SOMEBODY PINCH ME!
OK!
? ? $?

When we look at the deductions on our payroll checks, we realize that we owe most of our success to Uncle Sam.

* * *

A San Francisco employment agency sponsored a "Salute to the American Worker" contest. First prize was a camera, made in Japan.

career news

Sheboygan Area School District
830 Virginia Ave.
Sheboy[illegible] WI 53081

NOVEMBER, 1976

elementary

Houston, Texas will be the sight of the first National Conference on Career Education during the week of November 8. The conference was called by the U.S. Commissioner of Education in an attempt to bring together for the first time the forces of Education, Labor, Management, Government, Services, Parents and Friends of Education. It is expected that over 20,000 people from all over the world will participate and attend some of the more than 150 sectional programs to be presented. In the next issue of Career News I will bring you some of the reports of the various sessions which I will attend. Wisconsin and our Sheboygan project will be represented with some of our locally developed materials as well as some of the pictures I recently took of Career activities here.

SPEAKERS' BUREAU

The Memorial Hospital speakers' bureau flyer which you received about two weeks ago should provide you with a good source of resource people for careers in the health and helping fields. Please use this free service and let others know about it. I am currently preparing a spekers' bureau list from a local bank and from governmental agencies. Community people can be a great addition to the routine of the regular classroom. It can certainly introduce children to careers they may never have thought about before.

LTI FREE FILMS

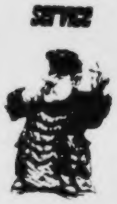
SALES;
HONEST

LTI reports that they have had a definite increased use of their free career films. Your library or media center has a copy of the available films. Just call the Cleveland number and order the film for the date you want to use it. If you get the film to me after you are finished with it, I will return it for you...at no cost to you. LTI also informs me that they have some money for career films to add to their collection. They are open for suggestions. If you know of something good, let me know and I will pass on the word to LTI.

BULLETIN BOARD IDEA ! ! !

CAREER AWARENESS	MY JOB	Qualities of a good student worker
	Right Now is being a Student	1. Promptness 2. Neatness 3. Good Attitude 4. Doing best quality work 5. Able to follow directions 6. Getting along with others 7. Good attendance etc.

Relate these to the World of Work



National Career Guidance Week....
November 7-13

CAREER PUZZLE

T O R C S A I L O R P N D F B E X L N O Q S
E O I Q N F G O R S A B X Q R C S I C O T O
A A K T S A A O P I L D W S C A O J E S B C
C E P V P R E T C A M E Y T A R X A M O U I
H G J R O C B I H R F N Z O R P L N D A D A
E B O U T A R C Z A G K T O F E P I L N V L
R D W X F T W K Y D I J S N R N R T F T O W
P O L I C E O F F I C E R D S T O O K O W O
S F M E U G H O F O P R E C E E N R G K Z R
T C L T K I L J T O B A R B E R E P J S X K
X E S A X L B O M P W X Y X J Y L S H O A E
L A C B N P M T O E B E D S W A L T I R Y R
R B D R O E C S N R V N Z A L K B O Y V U A
P D Z O C D R V P A A U L X C C J Z X W L C
O C Y T E A W V O T T D R W D I O J R S T O
Q E I M N O P A R O E R S U P E H U Q K M X
B I F G L O H J I R F S T V E G F D P O N L
P B T R U C K D R I V E R G H A I G K L I D
L A C I D H E K G B C O A T R S U E P O H M
R X C A B D R I V E R T C U D W A X E R B B
E E N G I N E E R F O L S C O U N S E L O R

Can you find all 15 occupations hidden in this puzzle?

carpenter
police officer
cab driver
barber
teacher
judge
engineer
lawyer
electrician
counselor
social worker
janitor
truck driver
radio operator
sailor

Send Your Puzzles

CAREER WORLD invites you to send in your original puzzle.

- **Crossword and word search puzzle contributors receive $10 if published.**
- **All puzzles must contain at least 15 words and preference is given to those which focus on a single subject (jobs requiring outdoor work, jobs in transportation, etc.)**
- **Be sure to use non-sexist job titles (names like "stewardess" and "postman" are not acceptable).**
- **Include puzzle answers.**
- **Make sure your puzzle is original.**
- **Be sure to include your name, grade, school, and the name of your teacher or career counselor.**
- **Sorry, no puzzles can be returned.**

Send to:
Editor, Career Puzzle
501 Lake Forest Ave.
Highwood, IL 60040

A MEASURE AND A MATCH FOR CAREER ED.

In many jobs, certain units of measure are used. In the lists below, have students match each unit of measure with the jobholder most likely to use it. This is a good way to teach certain library and dictionary skills as well as something about careers. After the exercise, have students choose one of the measures and research it and the career. Have them interview or invite a local jobholder who uses the measurement.

Jobholders

1. art director
2. sailor
3. surveyor
4. cook
5. pharmacist
6. fruit grower
7. astronomer
8. carpenter
9. stationary storekeeper
10. yarn salesperson
11. jeweler

Units of measure

a. pint
b. quire
c. peck
d. skein
e. board feet
f. carat
g. fathom
h. dram
i. pica
j. light year
k. link

You can, of course, add more of your own.

Here are some good money-making ideas for upper level elementary students. Why not pass them on. What qualities of a good worker would apply to these jobs?

The Ice Is Nice . . .

. . . for making money. Why not take advantage of wicked winter weather by doing little jobs that keep older, colder people indoors?

Nippy-day strolling with dogs. Many people, particularly in apartment areas, dislike bundling up to take Fido out for a walk. With a special leash, you can maneuver several dogs at once.

Shoveling snow. Plowing driveways and sidewalks is a time-honored but good-paying chore. Contact customers before the first flakes fall. If you get enough business, you can farm out the overload to friends.

Walking to school. In some school districts, busses don't pick up kids who live less than a mile or so from school. You might arrange to escort a neighborhood group of tots to class on dark mornings when parents fear sending them off alone.

project

Make a mobile to show that the worker is important to other people. Stress that balance on the mobile is related to balance in society.

Sheboygan Area School District
830 Virginia Ave.
Sheboygan, WI 53081

career news

DECEMBER, 1976
JANUARY, 1977

elementary

Cold and miserable weather were not uppermost in the minds of the 10,000 plus educators, businessmen, laborers and government workers who attended the November National Conference on Career Education in Houston, Texas. In balmy 78° weather this first conference of its kind sought to present and answer questions covering every possible aspect of Career Education programming in the 50 States. Over 400 sectionals provided opportunities to learn and share what is going on locally and statewide to others who chose the same sectional.

Wisconsin also had a display area and numerous materials developed in Sheboygan were shown. Included among those materials were two large color photos of Judy Langman's (Wilson) "parent-in-the-classroom" program from last year. The Wisconsin materials were well received as evidenced by the large number of requests we had to send our things to other school districts. Over 3,000 copies of various editions of Career News were distributed.

The most memorable moments of the conference were the remarks made by Dr. Sidney Marland in his keynote address. Marland is the former U.S. Commissioner of Education and the "father" of Career Education. Marland remarked that "education and work are inseperable. Career Education is growing up to work. Career Ed. makes the idea of work understandable to the very young as well as to the people about to enter the labor market at any level."

A sectional geared to the elementary school level stressed that the importance of Self Awareness lies in being able to provide children with opportunities to actively participate in making decisions that relate to their career development and by discovering their occupational attitudes and aptitudes. The message was "we must think with children - not for children.

The entire three day conference could be summarized into a couple of sentences, the message might be that Career Education can help guide the total educational process to make better citizens. It makes preparation for life's work a major goal. People at all levels must learn to make better and earlier career choices. Students must learn how to make an informed career choice.

L.T.I. FREE FILMS ...

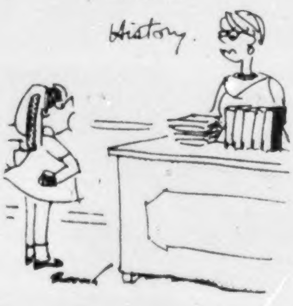
Many K-6 teachers have made use of the fine collection of films at ITI which are free for the asking. Many of the films can be followed up with a field trip or a speaker.

Among the films receiving considerable use are:

"An Airplane Trip By Jet"
"Bread"
"The Fireman"
"The Hospital"
"The Mailman"
"The Mayor"
"People Who Work in Factories"
"People Who Work in Offices"
"Our Community Services"
"Why Fathers Work"

There are many more films which would fit right into your class plans. Check with your school librarian and see the complete listing. Just call LTI and request a date. They pay the postage out. If you get the film beck to Al Stessmann, they will be returned at NO COST to you. Try them--you'll like them !!!

Remove
Sex Bias



"How come only the *boys* get to clean the chalkboard erasers? I think the *girls* are being discriminated against!"

From Another School District:

A simulation activity was planned by Emily Anderson to help her third graders understand the production process. Her class collected raw materials from home to manufacture a ring toss game. Paper plates, glue, construction paper and potato chip cans combined with student creativity to result in the game. After the children decided that an assembly line would be the best way to produce the game, jobs were assigned and production began. At last report, the students were evaluating the success of their efforts and field testing their product.

NOTICE TO HOLIDAY SHOPPERS . . . Do not buy anything with a handle on it. It means work.

A variety of workers contribute to the health and safety of all in the community as first graders in Jill Clayton's class learned during their study of neighborhood helpers. Students became aware of the importance of all workers and the variety of contributions they make to their own lives. Some of the workers to recently visit the classroom and talk with the students were Sgt. John Kolvas, Lucas County Sheriff's Department; Mr. Robert Bonnell, Toledo Fire Division; Detective Ray Wolford, Toledo Police Department; and Edward Armstrong, U.S. Postal system. Each worker discussed the children's own experiences as he explained his own role in the community. The students became aware of the equipment used and uniforms worn by each visitor and the work that he does to make Toledo a better place in which to live.

Nothing is so embarrassing to a boss as to watch a subordinate do something the boss said couldn't be done.

Q **Airline Flight Attendant**
I'm planning to be an airline hostess. What qualifications and schooling are needed? D.C., Hyattsville, Md.

A Loop the loop again. Questions on airline flight attendants pour in. It's the single most popular topic, year in and year out.

Qualifications keep changing—generally becoming less rigid. This is because airlines have been on the receiving end of so many discrimination charges. Even the most current literature may be less than 100% correct, so ultimately you'll have to deal directly with the airlines of your choice.

The most up to date book we know of is *1976-77 Airline Stewardess and Steward Careers.* You can order it by mail for $5.95 postpaid from Stewardess & Flight Service, Box 188, Hialeah, FL 33011.

CAREER PUZZLE

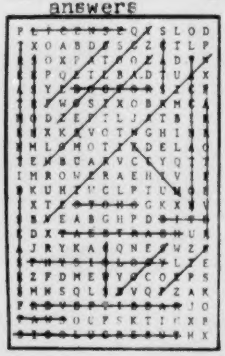
P	L	I	C	E	N	S	E	Q	Y	S	L	O	D
T	X	O	A	B	D	S	S	G	Z	C	T	L	P
R	S	O	X	P	A	T	O	O	L	A	D	V	N
E	E	P	Q	E	T	L	B	A	D	T	U	A	X
A	S	Y	L	D	O	C	T	O	R	S	I	C	P
T	R	F	W	O	S	I	X	O	B	R	M	C	A
M	O	D	Z	E	P	T	L	J	A	T	B	I	R
E	H	X	K	S	V	O	T	N	G	H	I	N	R
N	M	L	O	M	O	T	I	E	D	E	L	A	O
T	E	H	B	U	A	R	V	C	C	Y	Q	T	T
I	M	R	O	W	E	R	A	E	H	I	V	I	F
D	K	U	H	T	W	C	L	P	T	U	M	O	E
I	X	T	E	S	T	O	H	S	G	K	X	N	V
S	B	V	E	A	B	G	H	P	D	B	I	T	E
E	D	X	T	A	E	B	T	R	A	E	H	U	R
A	J	R	Y	K	A	C	Q	N	E	S	W	Z	S
S	P	H	Y	S	I	O	L	O	G	Y	L	T	E
E	Z	F	D	M	E	W	Y	O	C	O	E	P	S
S	M	N	S	Q	L	S	D	V	Q	P	Z	A	K
F	R	E	V	E	F	T	I	B	B	A	R	J	O
P	A	W	S	O	U	F	S	K	T	I	C	X	B
S	I	S	O	L	U	C	R	E	B	U	T	H	X

Can you find all 23 words hidden in this puzzle? They are all words about the work of veterinarians. They go forwards, backwards, up, down, and diagonally. Use the list to keep track. Answers are on page 2.

Bite
Cats
Cows
Diseases
Doctor
Dogs
Fleas
Heartbeat
Horses
Hospital
License
Mice
Parrot Fever*
Paws
Pets
Physiology
Rabbit Fever*
Shots
Treatment
Tuberculosis*
Vaccination
Veterinarian
Zoology

* diseases sometimes caused by animal bites

answers



Here are some ways in which our jobs have changed over the years. Students might enjoy learning about similarities in other jobs and trades.

A hundred years ago things were a bit different. These rules for teachers in 1872 make funny reading. Wonder what the educational qualifications were back then to become a teacher. Anyway, the rules:

—Teachers each day will fill lamps, clean chimneys.

—Each teacher will bring a bucket of water and a scuttle of coal for the day's session.

—Make your pens carefully. You may whittle nibs to the individual taste of the pupils.

—Men teachers may take one evening each week for courting purposes, or two evenings a week if they go to church regularly.

—After ten hours in school, the teachers may spend the remaining time reading the Bible or other good books.

—Women teachers who marry or engage in unseemly conduct will be dismissed.

—Every teacher who smokes, uses liquor in any form, frequents pool or public halls, or gets shaved in a barber shop will give good reason to suspect his worth, intention, integrity and honesty.

—The teacher who performs his labor faithfully and without fault for five years will be given an increase of twenty-five cents per week in his pay, providing the Board of Education approves.

o o o

career news

Sheboygan Area School District
830 Virginia Ave.
Sheboygan, WI 53081

FEBRUARY, 1977

secondary

The extreme cold of winter is certainly with us and so are the Community Resource Directorys. If your building does not yet have the Directory it soon will. These booklets were compiled from the information you gathered during your pre-session visitation in Fall. I hope that you will find the guide useful and that you will use it often. As you come across additional items for the guide, do let me know so that we continually update and expand. The pre-session committee felt that each teacher should be able to use at least two items from the guide this school year and I will be asking you to list those uses on the Career Ed. Activity Report form in May. If you have not yet completed your form for the first semester, please do so right away and return it to me. These reports are important in the evaluation of our project. Thank you.

Al Stessmann

In order to provide assistance in career education to counselors and instructors in local, elementary, junior high, and high school classes, LTI has established a Career Information Center as part of their Educational Resource Center. A variety of 16mm films, slides, audio tapes, and video tapes are available free of charge to the Lakeshore District schools.

A catalog of the available materials was mailed in September to the library of each district school.

Additional copies may be obtained by writing or calling the Educational Resource Center on the Cleveland Campus. Materials include everything from general titles like "Guidance for the Seventies" to very specific things like "Is a Career in Management for You?"

Career information materials will be scheduled according to request on a first-come, first-served basis.

Reservations may be made by sending your request to LTI or by calling the Educational Resource Center between 7:30 a.m. and 4:00 p.m., Monday through Friday. Reservations for materials will be confirmed by return mail. LTI will pay the postage out on all materials, but the user will be responsible for returning the career materials to us. or to Al Stessmann.

LTI encourages you to use the materials of the Career Information Center. Any suggestions for additional materials for the Center would be appreciated.

Here are some ideas from some other school districts. Is there something you can use with a few modifications?

MUSIC CAREERS

"Rap with the Colleges", a workshop for high school students interested in pursuing music as a career or a vocation at the college level, was jointly sponsored by the Toledo Symphony Orchestra's Young Friends of Music and the Career Development staff. Mary Ann Rockwell, chairman of the event, reported that 80 students participated in the Saturday workshop which was held in the new music building at the University of Toledo. Harvey Minton, president of the Orchestra's board of directors, welcomed the students and introduced members of the Toledo Symphony Orchestra staff in attendance: Serge Fournier, music director; David Greenlee, chorale director and choral activities director at the University of Toledo; and John Campbell, general manager. Bernard Sanchez, University of Toledo music chairman, and Jane Minton explained the workshop's format and introduced the members of the University of Toledo's brass ensemble who performed for the group. Talking with the students in small groups were representatives of the University of Michigan, Defiance College, University of Toledo, Adrian College, Bowling Green State University, Ohio State University, Baldwin Wallace College and the Cleveland Institute of Music.

Vocational home economics **students and second graders** in Carol Anteau's class became acquainted with each other as the youngsters visited "Casey's Buffet and Bakery" at Woodward High School. Early in the year, the children began "earning money" for the luncheon. The students were paid for the work they did in the classroom including completing their assignments on time, working cooperatively, and following the basic classroom rules. Charmeon "Casey" Case had also been preparing her students for this meeting. With "money" in hand the second graders entered Casey's and watched in awe as the home economics students demonstrated their skills by baking bread. The high school students seated the students in the restaurant. After each youngster made his selection from a specially prepared menu, the home economics students prepared and served the meals, then presented each visitor with a bill for his lunch. Carefully adding up the bill and counting his own change, each child passed the cash register on his way out.

Macrame is more than a craft — in Ann Leider's junior high art classes it is the basis of a business operation. Students are being taught the basic art of tying knots and are beginning to establish their classroom business at the same time. As the production phase of the operation gets underway, the macrame projects created by the students will be placed in several area shops on a consignment basis for sale to the public.

Even Ben Franklin, in the 18th Century, had something to say about a student's need for Career Education and Career Information:

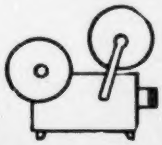
"It is hard for an empty sack to stand upright."

Career Awareness is not
teaching different THINGS
For most of us it is
teaching differently.

You teach career education no matter what you teach

BECAUSE:

Your Career is the implementation
of your self concept



expand their career choices

I am greatly interested in becoming a bilingual secretary and would appreciate information on this job. V. G., Hopewell, N.J.

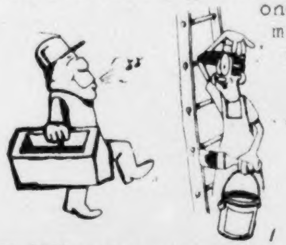
General requirements are: ability to read, write and speak a second language; graduation from high school or its equivalent; typing speed of 50 to 60 words per minute and shorthand of 90 to 100 words per minute.

You can get information on jobs in the Foreign Service by writing to the Employment Division, U. S. Dept. of State, Washington, DC 20520.

For an inkling of other types of jobs and possible employers, scan Sunday editions of the New York Times' classified section; most large libraries stock this newspaper. Examples of possible employers are: import firms, hotels, travel bureaus, and publishers.

"Opportunities in Foreign Language Careers" by Theodore Huebener would be helpful. If you can't find a copy in your library or career center, you can order it from the publisher in paperback for $2.95 postpaid: Vocational Guidance Manuals, 620 S. 5th St., Louisville, Ky. 40202.

If you have a student who might be interested in one of these career areas, you might help him write for some of this information.



I would like to be a painter. Would you send me some good rules on being a painte ? M.H., Blowing Rock, NC.

The best rule we can think of is not to paint yourself into a corner: get a good background through a formal apprenticeship. It's possible to pick up this trade informally while working as a painter's helper, but apprenticeship is better. For more information, you can write to the Education Director, International Brotherhood of Painters and Allied Trades, 1750 New York Ave. NW, Washington, DC 20006.

Also go to your counselor's office, library or career center, and ask for books and occupational briefs on painters.

I'm doing my project on the baking industry and I would like to know if you could tell me where to write for information. R. H., Gary, In.

This one's a piece of cake! Write to (1) Associated Retail Bakers of America, 731-735 W. Sheridan Rd., Chicago, Il. 60613. (2) American Bakers Assn., 1700 Pennsylvania Ave., NW, Suite 650, Washington, DC 20006.

Another layer of information can be had by reading Chronicle Occupational Brief #1, "Baker, 1975" available in many school libraries.

career news

Sheboygan Area School District
830 Virginia Ave.
Sheboygan, WI 53081

MARCH-APRIL, 1977

elementary

Snow and ice are hopefully behind us, as is Spring vacation and we are left with the feeling that we are, indeed, into the final stretch. We are all looking forward to the summer with all of those projects that we never seem to have time for. Spring is also the time for the evaluation of many federal programs, including the Wisconsin Career Education Consortium project of which we are a part. In the next few weeks, you will be asked to complete and return a short evaluation instrument to UW-Stout. Some of you will receive forms for either your students to complete or for parents of your students to complete and return to you. Our evaluators, when they come for the on-site evaluation, may wish to speak to you or a few of your students. In any case, your full cooperation is most appreciated.

The seven school districts in the Consortium have decided to write a project for a third year and I wanted to share with you some of our local objectives for the third phase of the project.

1. A course entitled, "Leadership Training in Career Education" will be offered locally. We would like at least one person from each building to participate in the course which will provide a system-wide network of trained leaders for better Career Education. Your building principal has a copy of the course outline, so if you are interested, please see her/him and let me know if you think you might want to take the course. Some of you have already contacted me.
2. We would like to have at least one teacher from each building placed in a two day work experience in the community in an area somewhat related to their area of teaching or outside interest.
3. We would like to make a presentation about Career Ed. to the parent organization of each school. We will ask teachers and the principal to work with me on this presentation. It would deal with ways in which parents can be effective career educators in the home.
4. A local committee which will include teachers, will develop a plan to develop materials and provide opportunities to meet special career needs of the exceptional child.
5. Any other objectives which you would like to help us work on would be most appreciated. Just let me know.

Al Stessmann

Many of you are doing some really marvelous things relating to Career Ed. I hope you won't mind the fact that I am sharing a few of those ideas with other staff members. The best ideas come from sharing . . . .

At James Madison, Margaret Schmitt has had her pre-school deaf kids involve themselves with language development. They have taken trips to a pumpkin farm, a chicken farm, to the grocery store and then have made hats depicting the different occupations they saw. Marilyn Herman has had parents come in to the classroom...one of them helped the students with wood construction projects. Parents are some of the best aides we can get. Marion Vollbrecht and her 2nd graders, in their "Our Community" project discussed how urban and rural communities are linked. They also talked about the different kinds of jobs in each setting which are necessary to make society function. ITI also offers some very fine films in a number of community helper areas which work great for K-6. Check the film list in your IMC. THEY ARE FREE !!!! Alice Putz took her kids to a factory where the father of one of her students works. They also toured the Gibbsville cheese factory and learned about the importance of the work of the farmer and the factory worker. The Sheboygan area has many kinds of opportunities for visits and speakers.

IND ARTS
ZANCO

"Is nothing sacred in the male kingdom!"

If your building does not already have a set, I have an available copy of each of the following:

"Many People, Many Careers" and "Career Development For Primary Graders"

Each set consists of several filmstrips and cassettes and the reports are that the materials are good and up-to-date. Please let me know if you would like them for a week. Some of you have also made use of the presentation you saw during pre-session. It is still available.

* * *

At Jefferson, Karen Grace has introduced her Kg. class to many Career experiences. She has used role playing in the classroom as well as field trips to introduce careers at the post office, a bee farm, supermarket, a bakery and a barber shop. She then reinforces these experiences with appropriate songs, poems, filmstrips and speakers. Nancy Steh does a "This Is My Life" bulletin board with her sixth graders. Each week a different student displays her/his hobbies, interests, favorite sport and time is taken for a focus on the individuality of that student. Nancy has also made use of outside speakers to reinforce career ed. concepts.

At Washington, librarian Dorothea Brukardt had a special display of career books and materials as well as biographies. Mary Evans uses the following ITI FREE films for her lower primary students:"Going to the Hospital", "Why Fathers Work", "People Who Work in Factories", and "People Who Work in Offices". Alice Waldo's class watches the "All About You" series on TV on Wednesday. She also uses ITI films to reinforce the TV presentations. Larry Smith had his students observe a plumber at work, who explained what he was doing and what he liked and disliked about his work. Willard Letscher and his class of sixth graders use the Thursday "Bread and Butterflies! program to learn about Careers. Beatrice Spindler has her students use puppets to act out jobs related to those learned about in the "Community Helpers" unit and from field trip observations. Celeste Krueger's fourth graders took their annual trip to the hospital and listed all of the different kinds of jobs available including lab workers, housekeepers, kitchen workers and nurses. Later the "puppets" were used to give speeches on the jobs observed.

Dorothy Maxwell' N.P. class listed careers they had heard about and would like to know more about. They will later explore some of these in more detail. This is a good way to include speech and writing skills into a career program.

Last summer, Janice Marcheske compiled an Economics unit which she relates to career ed. She taped information and interviews of various occupations, talks about goods and services, money and its use, and banking procedures. Janice has offered to share her program with anyone who might be interested.

The Community Resource Directory, which you helped to develop has been placed in each building. There should be copies in your IMC and lounge. The committee hopes that each teacher will use at least two resources from our community before the end of the school year.

CAREER AWARENESS ACTIVITIES

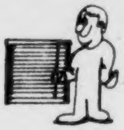
CAREER
CLIPS

How Many Careers Are Involved Before It Gets to You?

Aim: To foster thinking about the great variety of careers that exist, as well as about the dependence of each person on others.

Assignment: Ask the students to select an object and to agree on it. They may choose anything they wish. Write the name of the object on the blackboard and have them copy it at the top of a page. Then have them think of all the people whose work makes it possible for that object to come into their hands. The object chosen may be in the category of food, shelter, clothing, toys, equipment, or just about anything. Try to eliminate anything that has nylon in it, however, since nylon is made from coal, and it may be too difficult for the children to deal with this process.

Example: Orange



1. planter
2. irrigator
3. picker
4. sorter
5. crate maker
6. manufacturers of trucks or planes
7. shipping personnel
8. delivery person
9. grocer
10. etc.

Think!

Aim: To encourage the individual youngster to think about careers

career news

Sheboygan Area School District
830 Virginia Ave.
Sheboygan, WI 53081

MARCH-APRIL, 1977

secondary

Back to school after Spring vacation leaves us with the feeling that we are indeed into the final stretch. Winter is past and we are looking forward to the summer with all of those projects that lie ahead. Spring is also the time for the evaluation of many federal programs, including the Wisconsin Career Education Consortium project of which we are a part. In the next few weeks, many of you will be asked to complete and return a short evaluation instrument to UW-Stout. In some cases, our evaluators will wish to speak to you or to a few of your students. In any case, your full cooperation is most appreciated.

The seven school districts in the Consortium have decided to write a project for a third year and I wanted to share with you some of our local objectives for the third phase of the project.

1. A course entitled "Leadership Training in Career Education" will be offered locally. We would like at least one person from each building to participate in the course which will provide a system-wide network of leaders for better Career Education. Your building principal has a copy of the course outline, so if you are interested, please see her/him. Some of you have already indicated your interest to me.
2. We would like to place at least one teacher from each building in a two day work experience in the community in an area somewhat related to your area of teaching or outside interest.
3. We would like to make a short presentation about Career Ed. to the parent organization of each school. We will ask teachers and the principal to work with me on this presentation. It would deal with ways in which parents can be effective careers educators in the home.
4. A local committee which will include teachers, will develop a plan to develop materials and provide opportunities to meet special career needs of the exceptional child.
5. This year we have placed about 25 Seniors in a ½ day work experience in an area of career interest to them. Next year we would like to place 60. We have had good cooperation from business & industry.
6. Any other objectives which you would like to help us work on would be most appreciated. Just let me know.

Al Stessmann

* * *

The following items have been taken from the mid-year reports of your Career Ed. classroom activities. I hope you won't mind that I am sharing them. Hopefully they will serve as a model for others to try.

Pat Planton, Urban's librarian, has a student operated candy store. Students learn many job related tasks. The Urban Art department cooperates with advertising. Jim Crowns brought in a disk jockey, a former student of his, to talk to his classes about the relationship of oral and written skills to the world of work. Jake Dekker took some of his orchestra students to talk to a concert violinist about his job and the preparation necessary for success. Sally Meerdink has her students fulfill their reading obligations by having them read about occupations of interest to them. Carol Witt and Joan Hagmann have used numerous community people as resources in such areas as social services, small business, health occupations, librarianship and industry. Why not ask them how they worked this in their lessons?

At Farnsworth, Jane Lukas has her Business Ed. students use a special instrument to determine the skills necessary to be successful in different areas of accounting. Students then take a field trip to see how the calculators, postal scales and duplicating machines used in school are used on the job. The students also have the opportunity to talk to workers during the visitation. Jim Burns and his radio program provide tremendous insight for students into the world of communications. Jim has also had Mr. Harrison from Kohler International come to speak about the kinds of skills necessary for international employment. This would be a great speaker for a foreign language class. Al Berglund has made extensive use of the free films and slides from LTI. The catalogue is in your IMC and Career Centers...have you seen the list or used any of the materials? They are really good, up to date and FREE! ! !

This Career Word Search from "Career World" is a great vocabulary and spelling exercise for students !!!!!!

CPAURZEZELRE

B	O	V	E	T	E	A	I	O	A	R	I	A	G	X	R	Y	B	R	X
U	P	S	A	S	G	F	K	N	I	W	S	D	O	A	D	C	T	S	B
X	H	M	N	I	X	R	A	Y	T	E	C	H	N	I	C	I	A	N	T
Y	T	A	E	G	K	A	L	P	E	Z	T	C	R	C	R	O	N	O	S
A	H	C	S	O	X	E	M	R	D	E	N	T	I	S	T	D	V	Z	I
C	A	F	T	L	O	I	A	C	U	P	U	N	C	T	U	R	I	S	T
D	L	G	H	O	O	K	J	S	W	T	A	B	S	U	C	N	B	C	B
F	M	K	E	C	R	O	H	U	S	K	D	I	T	V	P	A	S	H	I
I	O	L	T	E	P	U	G	I	D	Y	G	E	B	W	S	I	O	I	O
G	L	R	I	N	S	G	P	T	U	O	F	Z	D	A	Y	C	K	R	L
K	O	T	S	Y	T	A	U	E	L	I	C	A	A	R	C	I	G	O	O
N	G	V	T	G	R	D	D	O	A	E	E	T	E	A	H	R	I	P	G
P	I	Y	A	E	U	E	C	J	I	H	R	S	O	S	O	T	H	R	I
Z	S	B	H	C	D	A	P	K	G	E	S	R	I	R	L	A	R	A	S
U	T	T	B	J	M	S	C	I	E	N	T	I	S	T	O	I	G	C	T
O	D	N	U	R	S	E	A	M	P	D	I	T	O	J	G	D	P	T	H
D	A	C	A	K	D	I	U	O	A	F	S	R	U	K	I	E	N	O	J
E	C	H	E	M	I	S	T	L	R	C	T	Q	Y	L	S	P	M	R	P
H	P	Q	A	D	F	G	A	N	A	L	Y	S	T	S	T	L	E	F	G
L	N	D	H	M	N	L	O	G	M	B	L	O	W	O	B	R	T	K	F
M	G	F	P	O	G	K	D	I	E	T	I	T	I	A	N	A	U	B	D
G	I	J	R	S	U	V	X	H	D	A	N	M	K	S	T	F	O	C	B
R	L	L	Z	V	E	T	E	R	I	N	A	R	I	A	N	J	A	D	U
A	M	B	Y	N	J	L	I	O	C	U	E	K	R	T	S	E	R	R	A

Words read across, up and down, backwards, and diagonally.

Using the list as a guide, circle the words as you find them.

Answers

acupuncturist
analyst
anesthetist
biologist
chemist
chiropractor
dentist
dietitian
doctor
gynecologist
nurse
ophthalmologist
paramedic
pediatrician
pharmacologist
psychologist
scientist
therapist
veterinarian
x-ray technician

junking around

Money is lying all over the ground in scrap metals if you know how to salvage it. Much of it is in the brass, copper and aluminum of old tvs, refrigerators, and other cast-off appliances.

To learn the business, try to become a helper to an experienced junker. An article in *Income Opportunities* magazine, October, 1976, reveals the techniques of one man who makes as much as $300 a month for occasional junking. (*Income Opportunities* is published by Davis Publications, 229 Park Ave. S., New York, NY 10003; back issues are $1 postpaid.)

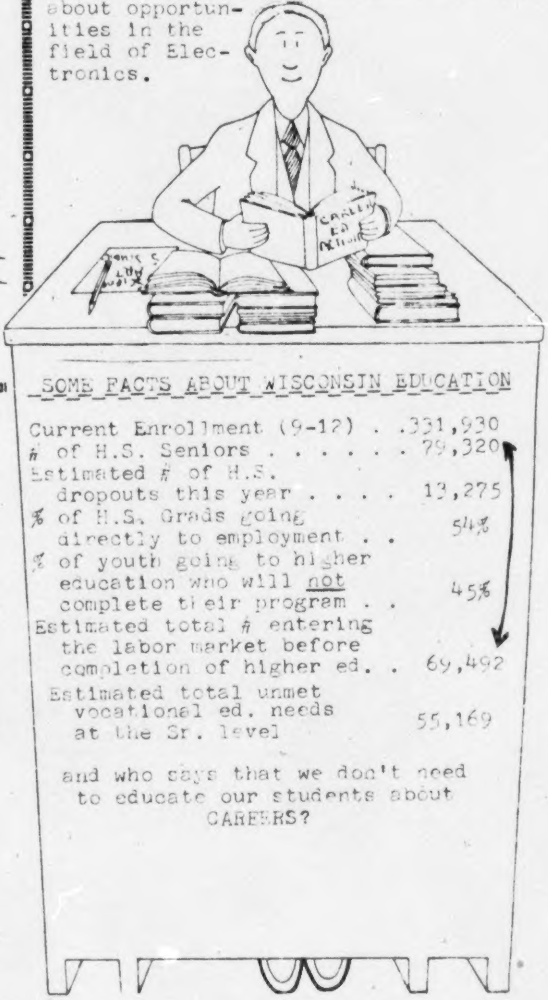
Happiness lies in the absorption in some vocation which satisfies the soul.
Sir William Osler

Virus is a Latin word, defined by doctors as meaning, "Your guess is as good as mine."

At Horace Mann, Al Willers and George Haskfield coordinate an extensive speaker and interview program for the ninth graders in preparation for the Career Paper. Included among the speakers are personnel officers from several Sheboygan businesses. LTI & UW-S also come and talk to students about career planning.

Laura Breidenbach at North developed a Career Unit for her Study Skills students based upon Richard Bowles excellent study on finding a job, "What Color is Your Parachute?"

Jeff Anderson often focuses the attention of his Ecology class on the kinds of careers available in this rapidly expanding field. Lynn Callahan had her Special Ed. students make terrariums and investigate the purchasing, care and selling of plants. Lynn Cordell has discussed the qualifications necessary, the amount of pay, and the tests needed to pass for becoming a WIAA official. Robert Ebert shows his math students how indirect measurement is used in surveying and forestry careers. Dan Fox has had a representative from the Wisconsin School of Electronics speak to his advanced electricity classes about the job outlook for electronic-related jobs for the next 10 years. Dan has also has an Army representative come in to talk about opportunities in the field of Electronics.



SOME FACTS ABOUT WISCONSIN EDUCATION

Current Enrollment (9-12) . .	331,930
# of H.S. Seniors	79,320
Estimated # of H.S. dropouts this year	13,275
% of H.S. Grads going directly to employment . .	54%
% of youth going to higher education who will not complete their program . .	45%
Estimated total # entering the labor market before completion of higher ed. .	69,492
Estimated total unmet vocational ed. needs at the Sr. level	55,169

and who says that we don't need to educate our students about CAREERS?

Sheboygan Area School District
830 Virginia Ave.
Sheboygan, WI 53081

career news

MAY-JUNE, 1977

Vacation is again almost upon us and the end of our second year on this phase of our Career Education project is also near. The project is funded through June 30. We have again submitted a proposal, along with the six other Wisconsin school districts in the Career Education Consortium and we hope to have a letter of acceptance of a third year project by mid-June. This has been a good year for Career Education in Wisconsin-mainly due to your involvement and cooperation. There are so many things going on in the classrooms around Sheboygan which are making instruction more closely related to careers. Many of you have displayed leadership in the budgeting proces so that your building becomes more well stocked with some of the fine materials now available. Many of you have made and used your own materials. Things are moving along well.

May your summer be rewarding and may you return in the fall with the enthusiasm you have shown in the past. Good wishes for a productive summer for all of you.

Al Stessmann

In this issue of Career News, I would like to share with you some of the articles and letters which have accumulated regarding Career Education. Your comments are, of course, always welcome.

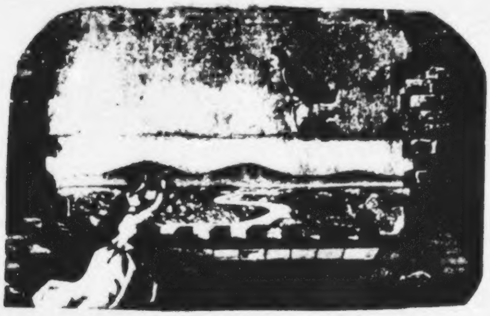
On May 9, Wava Affeldt (South High) and John Vollrath (Horace Mann) accompanied me to Madison to present the department heads at DPI an update on the status of Career Education in Wisconsin. We also reviewed the recently completed State Plan for Career Education. At present, 47 States are working on a State Plan scheduled to begin being implemented with the 77-78 school year.

Why Career Education?

It is tragic that each year students stumble into work or into colleges and universities across the country with little or no idea of what career to pursue. It is equally tragic that the exodus from college four years later includes many people who have little or no personal conviction about the job area in which they will spend the next 25 years.

from elsewhere:

After viewing sound filmstrips about the USOE manufacturing job cluster with her students, Ruth O'Loughlin has initiated a unit in metal design for her industrial arts students. The students have set up a metal fabricating plant in their classroom. By bending and folding the sheet metal they have created a variety of products.



Career Ed. is not a fly-by-night educational idea. It does work!

from The Rotarian

'Morality begins at home'

T. H. Bell's advice on discipline and education that "Schools should teach equality of opportunity, freedom from prejudice, honesty, and respect for law" [THE ROTARIAN, December 1976] is idealism that every citizen and taxpayer wants for our youngsters and society.

However, if these principles of moral education are going to be upheld by educators and administrators, then Dr. Bell's recommendations need reinforcement from parents. Moral development begins at home, with the family and parent role models. Educators and parents together must forge these principles in a cooperative effort. This can happen if schools are *not* asked to be surrogate parents, and if administrators encourage parent involvement and their participation as "resource educators."

—LORNA COWELL, *guidance counselor*
Marblehead Junior High School
Marblehead, Massachusetts

2

These Career Ed. ideas and projects are from the St. Paul, Minn. schools. Can you adapt them to your situation?

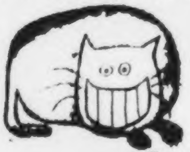
"**Peace is Our Profession**" was the theme of a film seen recently by junior high students in Marie Williams' class. Detective "Whitey" Knannlein of the Toledo Police Community Relations Bureau talked with the students about law enforcement, crime prevention and firearms safety. Using the information from Detective Knannlein's presentation, the students began to compare the myth of television police work with the real thing. The amount of paper work involved in filing a police report surprised the class and made the students realize the importance of written as well as oral communication on the job.

Maps and map reading are no longer a mystery to fourth graders in Sue Ochs and Jane Kozbial's classes. Mrs. William Beck, a landscape architect employed by the Wildwood Reserve Metropolitan Park, helped make this social studies unit come to life for the students. Using the maps Mrs. Beck brought to the class, small groups of fourth graders tackled geography and map related questions. As part of their study, the students have learned about a variety of careers in geography and will be creating their own maps.

Who is the most important person? The second graders in Marlene Coop's room are finding out for themselves. Collages of the children show how much they are alike and self portraits show how different from each other they are. Some puppetry with the Duso Kit and role playing have helped the children understand that they all have individual differences — differences that are important to each and every person. Using these differences to a good advantage helps each student work together with other students in the classroom, at home and in the world.

One student's hobby has resulted in a study of manufacturing related careers in Sue Sweeny's junior high class. As part of their science curriculum, the class is studying electronics. When one student brought a crystal radio to class that he had made himself, other students expressed an interest in trying similar projects. Mrs. Sweeny used a mini grant to purchase the necessary materials. Now the students are busy assembling and disassembling motors, radios and other electronic gadgetry to get the feel of how workers in this industry perform their daily tasks. This hands on project has truly made the science curriculum come to life.

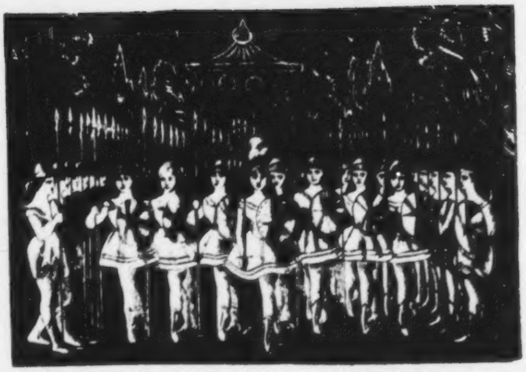
"**Mmmmmmmmm — good careers**" was the topic of a recent unit in Phyliss Rutkowski's fourth grade class. Her students have been studying jobs relating to food processing as an offshoot of their nutrition study. The class had also learned about food groups and balanced meals. As a culminating activity, the students visited the Campbell Soup Company in Napoleon, where they were able to see the entire food processing operations.



PIPE THAT!

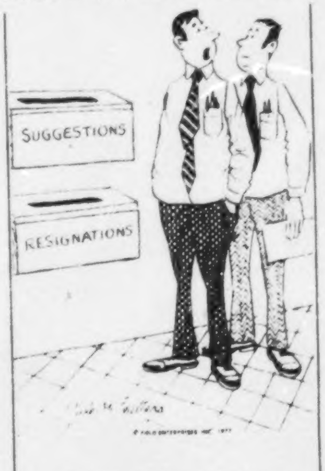
A Texan arrived in Niagara Falls in the evening and did a lot of bragging before he retired. Next morning they showed him the Falls and said, "You haven't seen anything like that in Texas, have you?"

"No," admitted the Texan. "But we've got a plumber in Houston who could stop that leak in ten minutes."



Career Ed. has been with us for a long time

The beat of the tom-tom and the quiet jingle of bells echoed through Sue Browning's morning and afternoon kindergarten classes recently. Frank Aseltyne, an Indian lore expert, shared his special interest with the students and excited them with his Chippewa Feather dance. The students were eager to learn about Indian life from an expert and compare early Indian lifestyles with our own. Mr. Aseltyne showed the children several Indian dance steps, demonstrated sign language, and made costume changes to show the children how various Indian tribes dressed.



"The boss hasn't been too happy with the suggestions."

Study Shows High School Grads Have Trouble Choosing Careers

A study of job seekers in the metropolitan Worcester, Mass., area shows that young men, in particular, experience several years of indecision before settling on a career in their early or mid 20s. The two-year study, conducted by the Boston University Regional Institute on Employment, Training, and Labor Market Policy, is examining the job patterns of young people who attended the city's public, parochial, or vocational schools but did not graduate from four-year colleges.

"The implications for counseling and placement activities and career education programs are significant," the study says. Fewer than half the high school graduates had tried to learn job skills while in school. "In other words," says the report, "left to themselves, a large fraction of high school students will not give much thought to long-term job plans until compelled to do so after graduation, when the

INDIVIDUAL CONSORTIUM MEMBER REPORT

FROM

WATERTOWN, WISCONSIN

9. Major Activities Related to Local Objectives:

1. Local objective one reads: "During the Summer One Week Workshop, have interested staff members work for three days in some area of the World of Work. One day prior to work experience strategies are planned that will include outline for evaluation."

   1.a. Thirty-four staff members K-Adult have completed a one-week In-Service of working and viewing in Business and Industry. Some were able to actually work at a station and others spent time shadowing and consulting with workers to have greater relevancy in their classroom teaching to the actual world of work.

   1.b. A committee of the Chamber of Commerce, The Business, Industry and Education Committee, was so pleased with results that a committee was established to develop a long-range plan for a yearly program that will be a part of the Public and Parochial School In-Service

Committee Appointments To Date:

Members of Chamber B.I.E. Committee
Elementary Teacher
Junior High Counselor
Senior High English-Reading Teacher
Administrator - Curriculum Coordinator
Chairman and Co-chairman have been appointed

Questionnaires:

Over 40 business and industries have responded positively for willingness to participate.

Parochial Elementary Schools, Northwestern College, Maranatha Bible College, Vocational Technical School have indicated release of personnel to participate.

Progress:

Outlines for uniform presentation have been developed. Groupings of teachers have been selected for 10 member groups (elem., Jr. High, Sr. High, College)

2. Local objective two reads: "Involve each school in an awareness of the total amount of teaching that relates to concepts of Career Education.

2.a. All schools are involved in the self unit as outlined with variations to meet the need of individual teacher. (See logging reports as an attachment).

2.b. Logging brought out special units related to Career Education that had not been previously identified.

2.c. Additional demonstration packets developed in Sr. High Social Studies, Mathematics, and Health Services.

3. Local objective three reads: "Purchase of materials needs to be a priority. Supply limited. Also need to expand materials that have local World of Work opportunities as theme."

3.a. Elementary purchases have been:

Singer:	Lollipop Dragon	All Schools - Grade 2
Singer:	Some-one Special--Me	All Schools - Grade 3
Singer:	Targo Explores the World of Work	All Schools - Grade 3

DuKane Projectors for 3 elementary grade schools to be specifically Grades K-3 equipment.

3.b. Junior High has started Interview Tape Bank. First year goal to be completion of 24 tapes. (see description on logging)

3.c. Senior High Purchases:

A new Senior High Instructional Media Center has been developed and Career Related Reading Materials for all abilities have been purchased (three dozen). New materials on order for 1977-78.

New visual materials (Cassette-Film Strips) have been purchased from Pathescope:

"Sorting Yourself Out"
"Mathematics Careers"
"Leisure Time Careers"

4. Local Objective four reads: "Engage the support of the elderly as well as assist them to remain independent in their living."

4.a. Working with these people in an Adult Basic Education System in the Vocational Technical School, where they serve as tutors. Some are serving as tutors in English as a second language for Vietnamese and Laotians. Some of the others are assisting adults in work toward gaining reading skills to be able to write General Educational Development Tests for high school diplomas.

4.b. Summer finds several of the Senior Citizens working in their homes tutoring elementary students, and also going to Vietnamese and Laotian homes working on reading skills.

4.c. Training sessions were established to train these volunteers in the Laubach Literacy Methods.

Note: All materials purchased went through staff evaluation to assure that qualifications of no sex or race bias existed.

CAREER EDUCATION

Logging of Activities

Watertown Schools

K -	Self Unit "Who Am I?"	All Schools
Grade 1	Unit on Family Language Unit Centered on Self and Dramatization	
Grade 2	Student of the Week or V.I.P. Unit Me Booklet Me "Collages"	
Grade 3	Getting to Know Myself (I Want You To Understand Me)	
Grade 4	Unit - Parents' Jobs Interviewing Parents Role Playing What Do I Do	
Grade 5	Telephone Unit Me Day Hobbies Interest Occupation Chart - Social Studies - Art	
Grade 6	Unit - Earning and Spending Around the World (Social Studies) Earning and Spending Power (Math) Health Unit - "Understanding Self" Field Trip - Stage Play "Oliver" Follow Up - Second Revolution Career Spelling List	

All schools develop Career Show Cases.

RIVERSIDE JUNIOR HIGH

Grade 7	Special Units in Science Co-op Working Math Unit
Grade 8	Special Units in Music, Art, Business Education. Education. Industrial Arts (World of Manufacturing.)
Grade 9	Complete Orientation to Career Search or Exploration D.A.T. Testing Special Unit on Research of a Career Choice in Social Studies Class.

Follow up: Developing of Tape Library of Jobs in various clusters from representatives in local and surrounding area - done by telephone interviews.

It is hoped that this program will be expanded.

Students do the interviewing by telephone and the interview is taped on cassettes and made available for other students to use.

A uniform format is used securing information on:

- Training
- Employment Possibilities
- Favorable and unfavorable aspects of job
- Pay scale
- Promotion opportunities.

SENIOR HIGH ACTIVITIES

Business English - Career Research
Interviewing Techniques

* Food Service - On The Job Experience

Building Trades - On The Job Experience

* Secretarial Co-op - On The Job Experience

Foreign Language - Career Exploration -
Utilizing Subject in
Career Choice

Mathematics - Special Unit through
Advanced Math in
Computerizing Job
Seeking Skills

Also Math-related
Occupations

Aeronautics - Part of Class Unit--Work With
Airline Personnel at school and
also through special tour to
Mitchell Field. Work of local
airport.

Individualized Reading - New Instructional Materials
Center has concentrated on
purchase of Career Reading
Materials at all levels of
abilitiy.

Plans for purchase of additional materials in 1977-78
care in local budget.

* New work experience program this year.

The evaluation of a new Visual Series was handled by the Senior High Social Studies Department and evaluation follows:

Unit Developed in Social Studies - "Sorting Yourself Out"

Objectives:

1. To explore the world of ideas and feelings concerning the adolescent.
2. To stimulate the teenager to become more aware of his/her own feelings and the feelings of others.
3. To provide a systematic approach for exploring both the world of others and the world of oneself. The filmstrips and my student activities were very successful here in getting the students to think of others as well as themselves.
4. To view the career concept of "Self" in a more realistic way.
5. To help the student realize more his/her own dignity and worth.

Positive:

1. Brought up good points about teacher-student relationships.
2. There is a need for more vocational training in high school.
3. Student apathy was well handled.
4. Good variety of views.
5. Showed a role of teachers in the life of the student.
6. Very controversial topics were handled.
7. Laid it on the line with respect to getting out of high school and then making it on our own.
8. Very informative filmstrips.

Negative:

1. Objected to narrator introducing each student. This wasted time and was not necessary.
2. The music was not well liked.
3. Did not allow principal or a teacher to voice their opinions.
4. Some repetition.

9. Improvement Activities:

In line with the second consortium-wide objective concerning incremental improvement, the Watertown Public Schools has made the following progress:

(a) Involved six (6) additional staff members in special graduate course work through University of Wisconsin-Stout Extension class on implementation of Career Education concepts in the on-going curriculum.

(b) Developed organized bibliography of visual, poster, and reading materials available to grades K-6 in Watertown school area.

(c) Greater awareness of actual career implementals in the classroom that has been evidenced through logging of activites by individual building liaison personnel.

(d) Improved community involvement:

1. Utilizing of Slide-Tape Presentation to groups: Rotary, special business requests, large community staff meeting (see Special Publicity attachment)
2. Rotary creating interest through their working toward a Speakers Resource Guide.
3. Greater utilization of community persons as a result of contacts made when teachers visited Business and Industry in teacher workshop.

(e) Developing of the 7-12 Exemplary Guide. Materials were selected by a Staff Committee from units developed to date. At this reporting all parts are complete and at printers.

9. Learner Outcome Activities:

In line with the third consortium-wide objective concerned with improving activities related to identified outcomes, the Watertown Public Schools has made the following progress:

a. The increased use of Self Concept at various levels tends to give greater positive attitude toward subject choice and desire to improve.

Strengthening parent involvement at Grades 2 and 3 on programs of "Who Am I?" and "Student of the Week" has had at least a 95% participation; has helped teachers stimulate interest in proficiency in the basic academics.

b. The Career Education activities at the 9th grade level using Differential Aptitude Testing, Career Explor and increasing Career Exploration Skills for career choice has been expanded and is helping to assist in career preparation techniques. Aptitude evaluation charts have assisted in student decisions and parent understanding in realistic curriculum planning. (See data on Services)

c. Greater expansion of Work Experience at Senior High level has assisted Watertown in meeting this objective:

*1. Food Services
*2. Secretarial Work Experience
3. Building Trades
*4. Health Careers
5. Work experience second semester at Vocational School for Account Clerk and Clerk Typist Programs (50% of class) in 1976-77, (20% in 1975-76).

Also giving advanced credit for work experience.

All above give support to this objective.

d.-e. A new offering 2nd semester in Social Studies built around Pathescope, "Sorting Yourself Out" seems to have been effective for Senior students with limited evaluation and decision-making skills.
(See Teacher Evaluation)

* New programs in Watertown this year (1976-77)

10.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income) AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/NEGRO (3)	CAUCASIAN/WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	OF THE TOTAL (column (6) NUMBER WHO ARE HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	OF THE TOTAL (column (6) NUMBER WHO ARE MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)	0	12	0	1,669	5	1,686	18	117	100	895	791
MIDDLE/JUNIOR HIGH (7-9)	0	4	0	1,017	6	1,027	10	82	59	534	493
SENIOR HIGH (10-12)	0	0	0	1,109	6	1,115	5	89	61	564	551
2-YEAR COLLEGE	-	-	-	--	-	--	-	-	-	-	-
4-YEAR COLLEGE	-	-	-	--	-	--	-	-	-	-	-
ADULTS (non-matriculated)		30	2	75	3	110	4	8	98	49	61
SUB-TOTAL	0	46	2	3,870	20	3,938	37	296	318	2,042	1,896
EDUCATIONAL PERSONNEL											
TEACHERS	0	0	1	203.5	2	206.5	▨	▨	▨	87	119.5
COUNSELORS	0	0	0	8	0	8	▨	▨	▨	6	2
ADMINISTRATORS	0	0	0	14.5	0	14.5	▨	▨	▨	13.5	1
MEMBERS OF THE BUSINESS/LABOR/INDUSTRY COMMUNITY	0	0	0	100	0	100	▨	▨	▨	▨	▨
PARENTS	0	30	4	1,800	10	1,844	▨	▨	▨	▨	▨
OTHER (specify)							▨	▨	▨	▨	▨
TOTAL	0	76	7	5,996.0	32	6,111.0	▨	▨	▨	▨	▨

OE FORM 467, 2/76

WATERTOWN

II. EVALUATION

Statistical data that follows was collected from a random sampling of 32 teachers at the Junior and Senior High at Watertown.

These figures would indicate a solid majority have very positive attitudes toward Career Education which is so very necessary for effective implementation into the on-going curriculum.

Item: Students should be aware of different jobs and job requirements during the study of every subject in every grade.

75% agree or strongly agree.

Item: The incorporation of career education content in present courses would upgrade these courses.

59% agree or strongly agree
25% undecided.

Item: An effective career education program will help students in making realistic career choices.

84% agree or strongly agree.

Item: A career education course should be required for certification in my field.

47% agree or strongly agree

Item: The basic philosophy of career education is sound and worth implementing.

84% agree

316

Item: The integration of career education in present courses will decrease the effectiveness of instruction.

75% disagree that integration will decrease effectiveness of instruction.

Item: I need to relate my course content more to its application in business, industry, and everyday life.

47% agree or strongly agree
34% undecided.

Career Education Activities:	1975-76	1976-77
Elementary Teachers in W.C.E.C.		
Preparing Materials	2.4	2.7
Parents Discuss Jobs	1.9	2.3
Outside Speakers	1.6	1.7
Field Trips	1.6	1.6
Tools and Materials	2.8	3.0
Films and Slides	3.4	3.4
Records and Tapes About Work	2.6	2.4
Printed Material on Work	3.1	3.2
Write About Careers	2.4	2.7
Discuss Jobs and Places of Work	3.5	3.7
Uses Games and Activities to Learn about Careers	2.3	2.4
Activities to identify Student Interest		3.5
Activities to Identify Student Abilities		3.5

Evaluation to be noted:

Growth in 8 Areas

Decline in 1 Area

Stayed the Same in 2 Areas

Increases can be observed in the more creative areas. That is student and parent involvement which meets one of our objectives.

CAREER EDUCATION - EVALUATION

The guidance department and the social studies department have collaborated in developing a career awareness unit in the ninth grade.

The students are administered the Differential Aptitude Test and Career Survey. A copy of the test results and a printout of career areas a student should investigate are given to each student.

Counselors, in large group sessions, interpret the test scores, give students ways of applying the results, as well as to acquaint the students with what materials are available in the school and how to use them.

As a culminating activity, each student writes a "Career Research" paper on a specific job or a job cluster they are interested in. This paper represents a one semester project graded by the social studies department.

This particular project has been in existence for five years and has undergone changes, adjustments, and refinements to a point where it is an on-going program and we feel an important educational experience for our students.

The evaluations to date have been observations of students using various career materials and the improved quality of the term paper.

It has become apparent that we needed to develop an instrument to determine whether our process and content were as effective as we had supposed.

It also became clear that we needed to try the instrument out in time to make adjustments for next year's program.

The questionnaire and the statistical data are enclosed.

STUDENT QUESTIONNAIRE ON CAREER EXPLANATION PROCESS

The purpose of this questionnaire is to determine how students feel about the career exploration process in order to improve it. Please express your true feelings by answering all the questions as honestly as you can.

Please circle the number which represents your most accurate or best answer to each question below.

	Valuable	Some Value	Little Value	No Value
1. The counselors' introduction and explanation of the materials available and how to use them.	1-133	2-184	3-48	4-10
2. The counselors' interpretation of the Differential Aptitude Test results.	1-90	2-173	3-64	4-40
3. Your own copy of the D.A.T. test results.	1231	2-114	3-51	4-39
4. The personal message print-out indicating areas you should explore for a future career.	1-123	2-117	3-51	4-32
5. The Chronicle File and Brieflets.	1-152	2-127	3-54	4-34
6. The Occupational Outlook Handbook.	1-132	2-120	3-69	4-46
7. The W.I.S.C. set in the I.M.C. (the card set used with the viewer for careers that do not require a college education.)	1-160	2-99	3-75	4-29

CIRCLE EITHER YES OR NO FOR EACH QUESTION

8. Are you still interested in the career you wrote about? Yes276 No94

9. Did you talk to your parents about your Career Paper? Yes255 No115

10. Will the results of D.A.T. have an effect on your 10th grade selections of classes? Yes190 No187

11. Have you made a tentative career choice? Yes202 No170

12. Will you use the same process to investigate other careers in the future? Yes187 No174

13. Do you understand the D.O.T. number system? Yes208 No159

The person that helped me the most in explaining careers: (circle one)

1. Parents 67
2. Teacher 55
3. Counselor 48
4. Librarian 34
5. A person doing the job I'm interested in. 91
6. Other 65

Parent Survey

Your child's school is conducting a survey on parent involvement in career education. The items in this survey reflect areas that educators feel are important. The school will try to meet your child's needs and encourages you to be aware of ways you might help at home and in the classroom.

Please answer each of the following questions as honestly and accurately as you can, and return the questionnaire to school at your earliest convenience. If you have more than one school-age child, please respond to the survey for the particular child who brought this home.

Child's Name (optional) ______________________

Child's Sex M72 F65 Child's Grade 4th

Child's School Watertown - all schools

Parents' Occupations ____________ ____________

1. Have you discussed different kinds of occupations and varieties of work opportunities with your child?
   - (1) 60% Yes, at least several times
   - (2) 27 Yes, once or twice
   - (3) 13 No
2. Have you discussed your child's interests, abilities, skills, and needs with him or her?
   - (1) 66% Yes, at least several times
   - (2) 28 Yes, once or twice
   - (3) 6 No
3. Have you helped your child relate his or her interests, abilities, needs, and values to occupational opportunities?
   - (1) 41% Yes, at least several times
   - (2) 36 Yes, once or twice
   - (3) 23 No
4. Have you encouraged your son or daughter to engage in various tasks around the house and yard which will help him or her explore occupations and test his or her interests?
   - (1) 74% Yes, at least several times
   - (2) 18 Yes, once or twice
   - (3) 8 No

(over please)

5. Have you taken your child to your place of employment to show him or her what kind of work you do?

(1) 59% Yes, at least several times

(2) 26 Yes, once or twice

(3) 15 No

6. Have you taken your son or daughter to places of employment for jobs in which he or she has expressed an interest in order to learn about the activities and requirements of those jobs?

(1) 10% Yes, at least several times

(2) 15 Yes, once or twice

(3) 75 No

7. Have you served as a career education resource person in a classroom or on a school committee for career education?

(1) 6% Yes, at least several times

(2) 7 Yes, once or twice

(3) 87 No

If your child is in the fourth grade or above:

8. Have you talked with your child about how career choices may affect future life styles?

(1) 28% Yes, at least several times

(2) 31 Yes, once or twice

(3) 41 No

If your child is in the seventh grade or above:

9. Have you encouraged your son or daughter to assume responsibility for his or her career planning?

(1) ____ Yes, at least several times

(2) ____ Yes, once or twice

(3) ____ No

10. Have you encouraged your son or daughter to be flexible and adaptable in his or her career plans so that he or she will be able to adjust to changes in the job market?

(1) ____ Yes, at least several times

(2) ____ Yes, once or twice

(3) ____ No

Thank you for responding.

Please return this survey to school with your child at your earliest convenience.

Parent Survey

Your child's school is conducting a survey on parent involvement in career education. The items in this survey reflect areas that educators feel are important. The school will try to meet your child's needs and encourages you to be aware of ways you might help at home and in the classroom.

Please answer each of the following questions as honestly and accurately as you can, and return the questionnaire to school at your earliest convenience. If you have more than one school-age child, please respond to the survey for the particular child who brought this home.

Child's Name (optional) ______________________

Child's Sex M62 F61 Child's Grade 7th

Child's School Watertown - Riverside

Parents' Occupations ____________ ____________

1. Have you discussed different kinds of occupations and varieties of work opportunities with your child?
   - (1) 66 % Yes, at least several times
   - (2) 25 Yes, once or twice
   - (3) 9 No

2. Have you discussed your child's interests, abilities, skills, and needs with him or her?
   - (1) 65 % Yes, at least several times
   - (2) 28 Yes, once or twice
   - (3) 7 No

3. Have you helped your child relate his or her interests, abilities, needs, and values to occupational opportunities?
   - (1) 46 % Yes, at least several times
   - (2) 32 Yes, once or twice
   - (3) 22 No

4. Have you encouraged your son or daughter to engage in various tasks around the house and yard which will help him or her explore occupations and test his or her interests?
   - (1) 79 % Yes, at least several times
   - (2) 15 Yes, once or twice
   - (3) 6 No

(over please)

5. Have you taken your child to your place of employment to show him or her what kind of work you do?

(1) 56 % Yes, at least several times
(2) 26 Yes, once or twice
(3) 18 No

6. Have you taken your son or daughter to places of employment for jobs in which he or she has expressed an interest in order to learn about the activities and requirements of those jobs?

(1) 10 % Yes, at least several times
(2) 19 Yes, once or twice
(3) 71 No

7. Have you served as a career education resource person in a classroom or on a school committee for career education?

(1) 6 % Yes, at least several times
(2) 14 Yes, once or twice
(3) 80 No

If your child is in the fourth grade or above:

8. Have you talked with your child about how career choices may affect future life styles?

(1) 38 % Yes, at least several times
(2) 38 Yes, once or twice
(3) 24 No

If your child is in the seventh grade or above:

9. Have you encouraged your son or daughter to assume responsibility for his or her career planning?

(1) 36 % Yes, at least several times
(2) 39 Yes, once or twice
(3) 25 No

10. Have you encouraged your son or daughter to be flexible and adaptable in his or her career plans so that he or she will be able to adjust to changes in the job market?

(1) 26 % Yes, at least several times
(2) 33 Yes, once or twice
(3) 41 No

Thank you for responding.

Please return this survey to school with your child at your earliest convenience.

Parent Survey

Your child's school is conducting a survey on parent involvement in career education. The items in this survey reflect areas that educators feel are important. The school will try to meet your child's needs and encourages you to be aware of ways you might help at home and in the classroom.

Please answer each of the following questions as honestly and accurately as you can, and return the questionnaire to school at your earliest convenience. If you have more than one school-age child, please respond to the survey for the particular child who brought this home.

Child's Name (optional) ______________________

Child's Sex M68 F79 Child's Grade 10th

Child's School Watertown Sr. High

Parents' Occupations ____________ ____________

1. Have you discussed different kinds of occupations and varieties of work opportunities with your child?

   (1) 67 % Yes, at least several times

   (2) 28 Yes, once or twice

   (3) 5 No

2. Have you discussed your child's interests, abilities, skills, and needs with him or her?

   (1) 63 % Yes, at least several times

   (2) 30 Yes, once or twice

   (3) 7 No

3. Have you helped your child relate his or her interests, abilities, needs, and values to occupational opportunities?

   (1) 50 % Yes, at least several times

   (2) 34 Yes, once or twice

   (3) 16 No

4. Have you encouraged your son or daughter to engage in various tasks around the house and yard which will help him or her explore occupations and test his or her interests?

   (1) 74 % Yes, at least several times

   (2) 20 Yes, once or twice

   (3) 6 No

(over please)

5. Have you taken your child to your place of employment to show him or her what kind of work you do?

(1) 54 % Yes, at least several times
(2) 25 Yes, once or twice
(3) 21 No

6. Have you taken your son or daughter to places of employment for jobs in which he or she has expressed an interest in order to learn about the activities and requirements of those jobs?

(1) 16 % Yes, at least several times
(2) 33 Yes, once or twice
(3) 51 No

7. Have you served as a career education resource person in a classroom or on a school committee for career education?

(1) 4 % Yes, at least several times
(2) 10 Yes, once or twice
(3) 86 No

If your child is in the fourth grade or above:

8. Have you talked with your child about how career choices may affect future life styles?

(1) 49 % Yes, at least several times
(2) 30 Yes, once or twice
(3) 21 No

If your child is in the seventh grade or above:

9. Have you encouraged your son or daughter to assume responsibility for his or her career planning?

(1) 51 % Yes, at least several times
(2) 42 Yes, once or twice
(3) 7 No

10. Have you encouraged your son or daughter to be flexible and adaptable in his or her career plans so that he or she will be able to adjust to changes in the job market?

(1) 35 % Yes, at least several times
(2) 41 Yes, once or twice
(3) 24 No

Thank you for responding.

Please return this survey to school with your child at your earliest convenience.

EVALUATION FORM FOR
BUSINESS AND INDUSTRY
WATERTOWN VISITATION WEEK

*PARTICIPATING Business / Industry ______________________________

Contact Person ______________________________

Time allotted for the visitation (include any preparation time) ______________
Please Specify

How did you feel you were received by the participants?

	Low				High
Reception	1	2	3	4	5
Should this Business/Industry be included in future projects?	1	2	3	4	5
Do you believe this visitation project worthwhile to your employees?	1	2	3	4	5
Were you satisfied with the interest and attitude shown by the participants?	1	2	3	4	5
Should this visitation project be expanded?	1	2	3	4	5

Any additional information that may be useful to us as we evaluate:

Comments:

EVALUATION FORM FOR
PARTICIPANTS
WATERTOWN VISITATION WEEK

Participant ______________________ Teaching Area ______________________

Place Visited ____________________ Contact Person ____________________

Period of Time spent at Place ______________________ Observer or worker (circle)

No. of Jobs explained __________

No. of Jobs pertaining to my area __________________

COOPERATION OF ESTABLISHMENT:

Reception	1	2	3	4	5
Were the activities worthwhile?	1	2	3	4	5
Should this establishment be included in future projects?	1	2	3	4	5
Will you implement any of the experiences in your classroom?	1	2	3	4	5

Does this establishment place more concern on attitude or skills? ______________

____

Any speaker or audio-visual material available? Specify:

List your activities:

Comments:

Evaluation from Teachers
on Business and Industry Workshop

Comments from Teachers:

1. Excellent
2. One of the most worthwhile experiences I've ever had. This was a personal education which will be carried out into the classroom just because I'm more aware of everything involved.
3. Well planned and specifically related to our goals.
4. Enjoyable, worthwhile experience.
5. Very receptive and helpful personnel.
6. Encouraging to see how anxious industry was to have teachers interested in their business.
7. Gained some insight into the need for communication skills at various levels in manufacturing.

Comments from Industry:

It was excellent for us at the store. Not too often do we have the opportunity to explain and justify the complexity of retail, especially to receptive listeners and interested persons.

Programs such as yours can possibly lead people to jobs they can be more satisfied with or enable them to audit jobs they may soon become dissatisfied with. Any program that sheds light on "gray areas" is worthwhile.

In this particular instance, I feel no tangible benefits are to be expected by the participating businessman. However, the intangibles, to the teachers, and hopefully to their students, make it most worthwhile and enjoyable to me. It is my opinion that most teachers have little experience outside their own field. They, and their pupils, can be benefited by this type of contact.

The enthusiasm of the participants make any effort all worthwhile.

When Industry was asked the question of what their greatest concern was on dealing with employer selection: Skill - Attitudes towards work or both. The greatest percentage (94%) more concerned with attitudes. About 50% desired both in employee.

12. Anticipated Changes and/or Problems:

I see no major problems in continuing this project, for it has been teacher developed and teacher implemented.

The only concern will be coordinator leadership as present coordinator has resigned and with the assigning of administrative tasks special projects don't always have first priority.

13. Dissemination Activities:

Two articles written for Consortium News Letter by Coordinator.

Special article submitted on Business-Industry Teacher Workshop resulted in a total of over 70 requests throughout the nation for demonstration packet on the Watertown procedure.

Working with partner schools in developing workshops and teacher in-service. This was accomplished by classroom teachers, liaison personnel at all levels, and coordinator.

Additional In-Service programs were held at Lancaster with a follow-up to be held in August of 1977.

Four staff members and the Coordinator attended the National Conference at Houston. Staff members were financially supported for this conference by local Business and Industry. Two staff members and Coordinator presented papers at the conference.

Five staff members gave presentations at special In-Service held at the Department of Public Instruction in the areas of Fine Arts, Special Education, Humanities, and Basic Academics.

New 37 minute slide-tape presentation that was developed as a result of Teacher Workshop in Business and Industry shown to community groups starting with "Recognition Night" (see news publicity), Rotary, Kiwanis, and two large industries.

Special radio programs set aside for Career Education by elementary principals on local news and views programs.

14. Special Activities

A Senior High Instructor has developed a class outline in the area of Career Exploration for dropouts and unemployed.

Units on: (a) Understanding Self
(b) Job Search Techniques and Resources
(c) Getting and Keeping a Job
(d) Interviewing
(e) Writing a Resume

There has been utilization of the slide tape that was produced on local employment possibilities as well as the film strip set "Sorting Yourself Out" and other visuals.

During the month of June he taught a class to unemployed adults ages 19-35.

Another is scheduled for July for dropouts. Both of these groups have been recommended by Job Service.

Note the cooperation of Secondary Personnel, Vocational-Technical School, and the Job Service in this special activity. Community agencies working together is significant.

EILEEN SCOTT HONORED—Miss Eileen Scott, director of the career education program in Watertown for the past five years, was honored for her work at Career Education Recognition Night Wednesday at Watertown Memorial Hospital. Here Miss Scott receives a plaque bearing a resolution adopted by the board of education of the Watertown Unified School District, from Donovan Richards, assistant superintendent of schools in Watertown. Looking on are Don Christensen (left) and Jerry Borchardt (right), teachers who assisted in the career education program in Watertown. The resolution adopted by the board of education notes that Miss Scott has directed Watertown's program which has received state and national recognition as a meritorious program.—(Daily Times Photo)

Career Education Recognition Night Conducted at Hospital

Representatives of Business, Industry, Board of Education, school staff, Bob Meyer, career education director of the Department of Public Instruction, James Augustine, concortium evaluator, and Dr. Orville Nelson, university of Wisconsin-Stout, third party evaluator, met at Watertown Memorial Hospital on Wednesday evening to view a slide-tape presentation. The presentation depicts the local business and industry assisting educators to better understand the world of work as it relates to the Watertown community.

This community project was oriented in the summer of 1976 when over 30 employers of the area and 34 school staff members participated in a week workshop. In opening remarks of the meeting, Miss Eileen Scott stated career education is an attempt to give greater relevancy to classroom educators and strengthen the basic academic programs. The continued theme for the Watertown program over the past five years has been, "In connection with, and not in addition to on-going programs."

To support this statement, she quoted from Sydney Marland, president of College Entrance Examination Board, "Career education relates to all levels of education and infuses occupational relatedness to the curriculum — all curriculums.

"Effective programs of career education in Prince George County, Md., schools of Miami, Fla., Lincoln County West Virginia and high schools of Philadelphia have proved through research data there can be and are measured gains in reading and mathematics.

"Reform giving greater relevancy through cooperation of all community forces must start in the schools. No matter how willing business, labor and industry may be to join hands with teachers, counselors, administrators and boards of education, the schools must take the initiative."

Watertown did take that step last summer in planning and implementing the first phase of such a program with their week workshop. This was evidenced by the excellent 37-minute color slide-tape production that has been developed by Jerome Borchardt, junior high music

(over)

instructor, Don Christensen, senior high choral director and narrator William Koehn, junior high special education teacher.

The final portion of the program was the awarding of "Certificates of Recognition" from the board of education to business and industry representatives for their outstanding role in orienting Watertown school staff to business and industry. Those participants not in attendance will receive awards at a later date.

Donovan Richards, assistant superintendent, awarded Miss Eileen Scott a copy of the school board resolution recognizing her leadership in the local career education movement that has gained state and national recognition for the Watertown program.

The continuation of this first phase of community cooperation is in the planning stages through representatives of the business, education and industry comittee of the chamber of commerce, school staff members and administratorsin an effort to give all community educators equal opportunity of orientation to the needs for a strong basic education as it relates to the world of work.

Available Assistance from Business and Industry to work as resource guide

1. Bethesda	Speakers and movies
2. P.C.A.	Speaker
3. County Courthouse	Phamphlets
4. City Hall	Phamphlets
5. Durants	Speakers, Audio-Visual material, student shadowing is possible
6. Integrity	Speakers
7. Lewisystems	Field Trips
8. Hertel Realty	Speaker
9. Loeb Industries	Field Trips
10. Baso	Field Trips
11. Merchants Bank	Speakers and phamphlets
12. Daily Times	Field Trips
13. Elevejheim Art Center	Field Trips and Speaker
14. Point Beach Nuclear	Speakers and Films
15. Perry Printing	Field Trips
16. Kecks Furniture	Speakers and Audio Visual Materials
17. Fischers	Home Decorating and Clothing Samples
18. Royce Fabrics	Audio Visual Material - Student Display possibilities
19. Wis Pak	Speakers
20. Carnation Genetics	Audio-Visual Materials
21. Piper Cattle Sales	Audio-Visual Materials
22. Brandt	Speakers and Audio-Visual Materials
23. WTTN	Records
24. Char-deau	Audio Visual Material
25. Red Goose Shoes	Speakers

Watertown Area Chamber of Commerce

P. O. Box 307 WATERTOWN, WISCONSIN 53094 Telephone 261-6320 Area Code 414

Dear

Would you like to be a cooperating participant to give teachers the background that will lead to greater relevance in classroom education? If so, this information will be of importance to you.

The Watertown Community completed a very successful summer program in the Industry Visitation - Participation Program by 34 school staff members in June 1976.

This program was evaluated by all participants on both sides and it was apparent that there is a need to expand the program as evidenced by the evaluation with comments such as:

Teacher Responses

1.) "Best workshop I've had. Every teacher in the district needs to be a part of such a program."

2.) "Can't this become a part of our In-Service?"

3.) "This is practical for educators."

Business and Industry Responses

1.) "Attitudes of the staff were excellent."

2.) "It isn't often we have an opportunity to sit down with educators and share the real story of business and industry. Keep it up!"

The Business, Industry and Education Committee of the Chamber of Commerce has taken the initiative to begin the wheels turning. At this point and time there is a committee composed of B.I.E. members, and administration and school staff as listed:

Mr. Reno Sukow
Mr. Dick McLaughlin
Mr. Mel Story
Mr. Donovon Richards

Mr. John Zgonc
Miss Patricia Peterson
Miss Delores Johnson
Miss Eileen Scott

Our goal is to set up a long range plan that will assist us in getting the "Watertown Story" to all members of the educational community.

Our plan will consist of having small groups in each business and industry on a half day basis. Hopefully we can initiate such a program in the fall of 1977.

Your cooperation is needed to assist in making the Watertown Program grow. Please indicate your interest by completing the enclosed card.

Sincerely,

Reno Sukow

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AREA VOCATIONAL, TECHNICAL
and ADULT EDUCATION/DISTRICT No. 4
Watertown Vocational and Technical School
504 South Ninth Street • Watertown, Wisconsin 53094 • Phone 414/261-3776

EILEEN SCOTT, Area Coordinator

August, 1974

To: All Watertown Service Organizations and Churches
(Please announce at your next meeting.)

Attention, please! We need your help. Can you give it?

The adult basic education program of the Watertown Vocational-Technical School is sponsoring a Laubach tutor training workshop in Watertown September 10th and 11th. We need volunteers from your organization who will take the nine hours of training in preparation for becoming volunteer tutors for the local adult basic education (ABE) program, as needed.

A study published recently by the United States Office of Education states, "22% of Americans over the age of 17 are illiterate and another 32% are marginally literate." Not all of these reside in urban slums; too many are right here in Watertown and in Dodge and Jefferson Counties. Through this Laubach training, volunteers can learn how to teach others to read. We can train you in nine hours with the simple, proven Laubach method which has been successfully used to teach millions of persons to read.

WHAT: Laubach Tutor Training Workshop

WHERE: Vocational School annex, 500 Lincoln Street
(Old Douglas School), Room 11.

WHEN: Friday, September 10th, from 7:00 to 10:00 p.m.
Saturday, September 11th, from 9:00 to 12:00 a.m.
and from 1:00 to 4:00 p.m.

WHO: Dr. Vyvian Harding, Director, Laubach Literacy
Center of Milwaukee

COST: None. Books and materials will be provided and the
coffeepot will be on.

WHY: To be of service to others.

Additional information is enclosed. Interested person may come Friday night, September 10th at 7:00 p.m. to the annex building to begin training. Those wishing further information may contact me.

Mrs. Lee A Block

Mrs. Lee A. Block
Adult basic education teacher

339 ([illegible])

Telephone: 261-2547 (Home) 261-3303 (Annex) 261-3776 (Voc-Tech Office)

AREA BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT NO. 4
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THE ADULT BASIC EDUCATION PROGRAM

Offered as a part of the local vocational school curriculum, this program offers opportunities for a diverse adult population including high school equivalency (GED) candidates, second language students, those wishing to brush up on English, mathematics, and writing skills, and those with minimal reading skills. The adult study center is open three mornings and two evenings a week.

THE NEED FOR THE TEACHING OF READING TO LOCAL ADULTS

The adult basic education program was begun in January of 1976 and in operation until June, opening again mid-August. In those initial six months approximately a dozen zero-level readers were placed with tutors and made rapid progress. More tutors are needed to assist those adult students who will enroll this fall.

THE LAUBACH PROGRAM

This "each-one-teach-one" method of reading instruction is designed for use by lay persons. Anyone who can read and who completes the few hours of workshop training can become the tutor-teacher for an illiterate. The Laubach method has enjoyed 52 years of success with 318 languages in 105 countries around the world.

Begun in 1924 in the Phillipines by Dr. Frank C. Laubach when a missionary to the Moros, the program grew as additional peoples in divergent lands hungered for literacy in their own languages. For each of the languages a unique phonics method was developed.

Finally, in 1955, Dr. Laubach applied his method to one of the most difficult of all languages, English, because he saw the staggering need for literacy among the adult population of the country.

DR. VYVIAN HARDING

In addition to her post of director of the Laubach Literacy Center of Milwaukee, Vyvian Harding is also executive secretary of Literacy Services of Wisconsin and one of the very few Ph.D.s in adult basic education in this country. Dr. Harding is a dynamic person who has trained thousands of volunteers in the Laubach method. Persons attending the workshop will find a quality program which is well run and organized.

THE STUDENTS

Who are these illiterate students? They are adults of normal intelligence who, for a variety of reasons, have never learned to read. They are educationally underprivileged and suffer the economic consequences. Some had hearing or vision problems which went undetected when young, were in overcrowded elementary classrooms, stopped trying to learn to read when   errors were ridiculed by their classmates, worried about who or whether anyone would be home when they got home, were too hungry to pay attention in class......
...The reasons are myriad; the solution is tutoring now.

Some wish to be able to read signs in the lunchroom at work, others want to read stories to their children, while still others know that full literacy will mean job advancement. They want to learn, are mature, and have a whole lifetime of experiences and common sense to help them apply what they learn.

continued

AREA VOCATIONAL, TECHNICAL
and ADULT EDUCATION/DISTRICT No. 4
Watertown Vocational and Technical School
504 South Ninth Street • Watertown, Wisconsin 53094 • Phone 414/261-3776

EILEEN SCOTT, Area Coordinator

February 25, 1976

Dear Friend of Literacy:

Dr. Vivian Harding, Laubach Literacy Center of Milwaukee, has given me a list of Laubach tutors in the Watertown area whom she trained several years ago, and your name was on the list.

As you may or may not know from the media, the local Vocational School has begun a new adult study center at the Lincoln Street annex which is free of charge, and I am the instructor.

Begun less than a month ago, the program has grown to fourteen students, with more arriving every week. The students are varied in their needs and capabilities. Along with the few who are second language students, GED candidates, or pre-college level students, are several men who read on a pre-primer level, and it is these men who would benefit most from one-to-one tutoring. They need individualized help to progress as rapidly as possible.

I am in need of your volunteer services. Could you help?

The adult study center is open from 9:00 to 11:00 on Monday, Wednesday, and Friday, and from 7:00 to 9:00 p.m. on Monday and Thursday. If you have an hour or two which you could spare every week from now until late May, please fill in the return portion of this letter and send to me. If so, please try to be present every week because your presence will become important to your student. This is not an obligation to be undertaken lightly, but it is very rewarding. These people want to learn.

The Vocational School has the skillbooks for the students and will furnish teacher's manuals if you no longer have yours. (Please note on the return slip if you need to have a manual furnished.)

Thank you for your consideration.

Sincerely,

Mrs. Lee Block

Mrs. Lee Block, ABE

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AREA VOCATIONAL, TECHNICAL
and ADULT EDUCATION/DISTRICT No. 4
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EILEEN SCOTT, Area Coordinator

December 22, 1976

Dear prospective tutors·

As most of you recall, the Laubach tutor training workshop scheduled for early November had to be canceled at the last minute because of the death of a dear friend of Dr. Vyvyan Harding, workshop director. Efforts to reschedule later in November ran into snags, and, of course, December was considered impossible. However, "If at first you do not fricasse, fry, fry a hen," as some sage put it!

Dr. Harding will conduct the rescheduled tutor training workshop on Friday evening, January 21st and all day Saturday, January 22nd. The hours will be from 7-10 p.m. Friday and 9-12 a.m. and 1-4 p.m. on Saturday. We trust that nasty weather will not interfere, but if so, you'll be notified.

The coffeepot will be on Saturday morning, and you are encouraged to bring a brown bag lunch that day.

You will find tutoring to be a rewarding and enriching experience. I surely hope that many of you will be able to attend this workshop. Save the dates!

Sincerely,

Mrs Lee A. Block

Mrs. Lee A. Block
#261-3303 (office)
#261-2547 (home)

- - - - - - - - - - - - - - - - -CLIP AND RETURN- - - - - - - - - - - - - - - - - -

(Please return to: Mrs. Lee A. Block, Watertown Vocational School Annex
500 Lincoln Street, Watertown, Wisconsin 53094)

I ___will, ____ will not be able to attend the January 21 and 22 workshop.

Others who might wish to attend ________________________________

____

Name________________________________Telephone______________

Address____